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ABSTRACT

This document contains a brief report and project materials from the Tech Prep Initiative, which forged a partnership of the Wisconsin Department of Public Instruction, the Wisconsin Technical College System, and the University of Wisconsin System to provide an articulated avenue of study that moves a student through high school and into a technical college to an associate degree. The report describes how the Tech Prep/School-to-Work Leadership Group and the Tech Prep State Management Team initiated an Integrated and Applied Curricula Development Project for grades 11-14 through the University of Wisconsin-Stout. It describes second-year project activities, including provision of information, technical assistance, and workshops to help expand team members' competency in integrated and applied curriculum development, alternative instructional techniques, and authentic assessment. Teacher educators and administrators were included and were encouraged to become more involved in these initiatives. Databases were created to include cadre members, sample tasks, curriculum materials, and assessment information. This report includes the workshop instructional materials, examples of the curriculum developed, questionnaires, quizzes, and workshop assessment instruments. (KC)

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ED 384 806

Wisconsin

Integrated and Applied Curricula Project Final Report

August 15, 1994 - August 31, 1995

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Sponsored by:
Wisconsin Department of
Public Instruction and Wisconsin
Technical College System

Conducted by:
The Center for Vocational, Technical and
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Wisconsin Integrated and Applied Curricula Project
Year Two: 1994-1995

Final Report

for

Wisconsin Department of Public Instruction

and

Wisconsin Technical College System

August 15, 1994--August 31, 1995

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The materials herein were developed pursuant to a grant with the Wisconsin Department of Public Instruction and the Wisconsin Technical College System Board, partially reimbursed from allocation of federal funds from the Department of Education. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, represent official Department of Education position or policy. The University of Wisconsin-Stout does not discriminate of the basis of race, sex, age, religion, handicap or national origin.

Abstract

The Tech Prep Initiative forged a partnership between the Wisconsin Department of Public Instruction (DPI), the Wisconsin Technical College System (WTCS) and the University of Wisconsin System (UW). Tech Prep required this partnership to provide an articulated avenue of study that moved a student through high school, into technical college, culminating with an Associate Degree. The UW system is an important participant because some Tech Prep students want to enter four year college programs and others want to transfer their associate degree credits to a B.S. degree program. The curricular component of Tech Prep called for instructional tasks, steeped in realism and authenticity, that appropriately prepare students for careers in technical occupations.

Working in concert with this partnership, the Tech Prep/School-To-Work Leadership Group and the Tech Prep State Management Team initiated an Integrated and Applied Curricula Development Project for Grades 11-14. UW-Stout was selected as contractor for the first and second year of this project. The School-To-Work Curriculum/Staff Development Work Team advised and guided the UW-Stout team throughout the planning and execution of various activities related to the first and second year of this project.

In the second year of this project, the mission was to provide information, technical assistance, and workshops to help expand team members' competency in integrated and applied curricula development, alternative instructional techniques, and authentic assessment. Teacher educators and administrators were included and were encouraged to become more involved in these initiatives being undertaken by DPI and WTCS. Data bases were created to include cadre members, sample tasks, curriculum materials and assessment information.

This report addresses the findings, conclusions, and recommendations of a project that was funded to assist in the continuation of leadership training of the high school and technical college educator teams participating in the integrated and applied curricula project.

Integrated and Applied Curricula Project
Year Two Final Report

Background

There have been numerous projects and activities associated with Wisconsin's Tech Prep Initiative (Wisconsin Statute 118.34). Sixteen local consortia are structured around the technical college boundaries with each consortium made up of the technical college and the K-12 school districts within each corresponding boundary. Leadership in the consortium is provided by a Tech Prep/School-To-Work council composed of representatives from the technical college, K-12 districts, business and industry, labor, parents and the community.

The School-To-Work Leadership Group (STWLG) composed of two representatives from each consortium, one from the technical college and one representing K-12 educators, has also been formed to offer advice to the Tech Prep State Management Team (TPSMT). The TPSMT emulates the spirit of Tech Prep and is made up of representatives from the Department of Public Instruction (DPI), the Wisconsin Technical College System (WTCS), and the University of Wisconsin System.

These leadership groups, at local and state level, have been charged with the responsibility to design and implement the Tech Prep initiative throughout Wisconsin. Part of that initiative is to develop, implement and assess integrated and applied curricula for grades 11-14.

In 1993, the University of Wisconsin-Stout was named as the contractor to carry out the initial phases of the Integrated and Applied Curricula Project. Important activities taken to initiate and aid in the implementation of integrated and applied curricula included the following:

> Wisconsin Learner Goals and Outcomes Conferences 1994: over 500 teachers, administrators and counselors attended two conferences where they were introduced to integrated and applied curricula, authentic task development and authentic assessment processes. From this pool of participants, educator teams were formed to participate in Integrated and Applied Curricula Project activities.

Mini-grants: participants attending the initial workshops were made aware of mini-grants to encourage local school district teams to implement one or more of the task activities developed at the workshops. Twenty-six mini-grants of $500 each, were awarded to schools in all sixteen consortiums in Wisconsin.

Technical Assistance Visits: 12 of the 16 consortiums requested and received personal technical assistance in the Spring of 1994.

Integrated and Applied Summer Conference 1994: educator teams representing all 16 Tech Prep consortiums attended a four-day conference at UW-Stout. The primary goals of the conference were to train the 148 participants to becomes leaders in their districts and train other teams in implementing integrated and applied curriculum.

Evaluations of these activities can be found in the final report, **Wisconsin Integrated and Applied Curricula Project Year One: 1993-1994.**

Purpose

The purpose of the project in year two was to continue the leadership training of the high school and technical college educator teams by providing information, technical assistance, and workshops to expand their competency in integrated and applied curriculum development, alternative instructional techniques and authentic assessment.

Goals and Objectives

Goals for the project were designed by the State Office of School-To-Work. Input devices included evaluations from the 1994 conference, suggestions from STWLG members, the state steering committee, state staff from DPI and WTCS, and UW-Project Staff. The partnership between DPI, WTCS and UW continued to prove beneficial in the design of project scope and specific activities.

Summary of Goals and Objectives

Goal 1

Continue to develop the leadership and facilitator skills of the consortia teams that have been identified through the Integrated and Applied Curriculum Project, Year 1.

Goal 2
Strengthen the Tech Prep partnership between DPI, WTCS, and UW-System. Involve teacher educators with local consortia staff development efforts.

Goal 3
Network activities between the trainers, Tech Prep consortia, CESA districts, school systems, and technical colleges. Share information and successes through personal contact, newsletters and technical assistance.

Goal 4
Facilitate the development of a database that identifies cadre members and their expertise. Serve as a developer and clearinghouse for other databases and materials.

Project Activities--Year Two

Needs Assessment 1994

A detailed needs assessment survey was conducted in the fall 1994. All team members participating in the 1994 conference were polled; 45 people responded. This survey provided more information about what activities UW-Stout could provide to help the teams implement integrated and applied curricula; what additional competencies, skills, and knowledge were needed; and what barriers the teams faced when trying to use or implement integrated and applied curricula. The survey asked team members the following questions:

1. What activities can the integrated/applied project (UW-Stout) provide to help you implement your action plan?

2. What additional competencies, skills, and knowledge do you need to develop in order to prepare and use integrated/applied curriculum materials?

3. What barriers do you face when you try to use or implement integrated and applied curriculum materials?

Of the 45 questionnaires returned, many had very detailed responses. Project activities were modified based on the needs assessment. These changes included adding the

Administrators' Workshops and designing new content and structure for the 1995 Summer Conference. Appendix A includes written responses from the needs assessment survey.

Teacher Educators Workshop

On January 26, 1995 a workshop was held to increase knowledge among University of Wisconsin teacher educators regarding the School-To-Work Opportunities Act and its impact on the state's educational system. Three objectives were identified for the workshop:

1) Examine the role of the state educational agencies in the School-to-Work system.
2) Recognize the implications that School-To-Work has on teacher education programs.
3) Develop strategies that teacher education programs can implement to sustain School-To-Work initiatives.

Over 30 teacher educators attended the workshop. The agenda, workshop evaluation, and results of a follow-up survey are found in Appendix B.

Administrators' Workshop:

Summer conference evaluations and needs assessment surveys provided ample support for involving administrators at the local and district level in the integrated and applied curricula efforts and School-To-Work initiatives. Teachers in the process of implementing integrated and applied curricula, indicated they needed their administrators to be more aware and supportive of integrated and applied curricula. As a response to this need, three separate workshops were held in Tomah, Brookfield, and Appleton in March and May of 1995 with over 80 administrators participating.

The goal of each workshop was to develop administrative strategies to help teachers implement integrated and applied curriculum and overcome barriers limiting effective administration of School-To-Work activities. Objectives were as follows:

1) Examine the vision of Wisconsin's School-To-Work transition plan and identify specific areas of concern to administrators.
2) Develop specific action plans that address administrative barriers identified by teachers who are implementing integrated and applied curriculum.

3) Develop action plans that address specific issues related to administration of School-To-Work and integrated and applied curriculum.

Results of the action plans were shared with the team members at the 1995 Summer Conference during a panel discussion with administrators. An agenda, synopsis and results of evaluations from the March and May workshops can be found in Appendix C.

Newsletters

Developed as a tool for communicating with teachers, administrators, and other professionals interested in integrated and applied curricula, four newsletters (each with a circulation of more than 850) were distributed in year two of the project. The newsletters contained information about upcoming events, resources, and current commentary about integrated and applied curricula. Teachers, administrators, CESA representatives, teacher educators, college deans, and state administrators were on the mailing list. The four newsletters from 1994-1995 are found in Appendix D.

Database:

Started in 1995, the database is designed to provide current informational resources to team members, CESAs, and technical colleges. Information includes resource people, exemplary activities, written text (articles, books, etc.) and innovative schools. Data was compiled from surveys sent to recipients of the newsletter, various literature searches and information from education information centers across the nation. The database is expected to be a useful source of information that can be continually updated and disseminated to interested parties. Samples of the resources found on the data base can be found in Appendix E.

Business and Industry Field Experience

A field experience in business and industry was offered to interested educators. The field experience was designed to involve educators directly in business and industry so they can learn first-hand what skills are called for in today's workplace and take this experience back to the school environment. Educators were asked to identify authentic tasks and to determine applications for their subject area or program. One or two hours of university credit was offered.

The work assignments could take on one of several forms. On one end of the spectrum was the job shadowing format where educators would observe one or more workers and identify common tasks they do as well as the types of information and technology used in completing their work. Or, educators could actually take on the job for practical experience and application. It was expected, participants would find their field experience involved a level in-between shadowing and actually doing the job.

In order to complete the field experience assignment, students needed to submit a daily journal, list of common tasks observed, an identification of how their subject matter area or program relates to at least some of these tasks, and a brief action plan for making use of the information acquired. Sample reports are in Appendix F.

Participants must "work" in a company for 40 hours for one credit hour and 80 hours for two credit hours. They must find their own company to work with.

Sixteen people expressed an interest in the summer program and 12 registered for 1 or 2 hours of credit. Tuition waivers were given to all students associated with the integrated and applied curricula project.

School-To-Work Survey

In May of 1995, surveys were sent to Wisconsin high school principals to evaluate the level and extent of School-To-Work activities taking place in the state school districts. Over 130 of the 300 surveys were returned. The extensive survey asked the respondents to inventory and categorize the following major activities in their districts:

1) School-To-Work components: aptitude assessment, career portfolios, co-op programs., etc.
2) Curriculum Development Strategies: block scheduling, team teaching, business/industry partnerships, etc.
3) Career Guidance: career maps, career clusters, etc.
4) Specific questions about school district, teacher involvement, satisfaction with changes, etc.

Interpretation of the survey results is in progress.

Integrated and Applied Summer Conference 1995:

The content and format of the summer conference were designed based on three input devices: 1) evaluations from the 1994 Summer Conference participants; 2) the needs assessment survey and; 3) a separate conference survey asking team members for topic and presentation ideas. From these sources, it was clear participants wanted a goal-oriented, applied conference, with plenty of time to work with their teams. After an outline of the agenda and the conference task had been developed, they were mailed to the School-To-Work Leadership Group members and DPI/WTCS for review and comments. Recommendations were made by committee members to include a workshop about WIDS (Wisconsin Instructional Design System) and this was added to the conference agenda.

For the three-day conference and for completing the conference tasks, participants were eligible to receive one graduate credit from the University of Wisconsin-Stout, provided they pay a segregated student fee of $16.49. As an alternative, participants were eligible to receive 30 DPI Equivalency Clock Hours.

The conference was held at UW-Stout June 27--29, 1995. Ninety-three people attended the conference which was down from the 148 count at the 1994 conference. Of the 93 participants, 58 had attended the 1994 conference.

The following is a listing of the technical colleges and the numbers of participants from each consortium. A listing of all school participants who attended the June 1995 conference is in Appendix G.

District	Number of Participants
1. Gateway	27
2. Blackhawk	0
3. Southwest Wisconsin	6
4. Madison Area	10
5. Moraine Park	4
6. Milwaukee Area	24
7. Waukesha Co.	4
8. Western Wisconsin	9
9. Mid-State	0
10. Fox Valley	4
11. Lakeshore	0
12. Northeast Wisconsin	0

13.	Northcentral	1
14.	Chippewa Valley	3
15.	Wisconsin Indianhead	1
16.	Nicolet Area	0

The main goal of the conference was to help team members improve their expertise in integrated and applied curricula and provide them with tools to train others. Twenty different workshops and/or general sessions were offered. Four open work sessions were offered as alternatives to work sessions.

The following materials were sent to pre-registered participants before the conference so they would know what to expect and could prepare appropriately:

--detailed letter concerning nature of conference and particulars
--overall conference task
--tentative agenda
--rubric assessment
--information bulletin
--UW-Stout campus and City of Menomonie maps

The conference task, agenda, and rubric assessment are in Appendix G..

Everyone developed an overall action plan for the conference, outlining what they hoped to gain from the conference. Each participant designed his or her own conference from the selection of work sessions offered. Participants chose appropriate workshops based on their level of expertise, their personal goals and their school's objectives. See Appendix G for examples of two different team action plans.

Presenters were asked to have a task for their work session and make sure participants left their session with a product and a self-assessment. The format for each session was 20 minutes of presentation and 60 minutes of work time, either in groups or individually. Most participants left with a large quantity of materials from the work sessions and the information exchange table. Work session materials and handouts can be found in Appendix G.

The end products of the three day conference were the personalized portfolios each participant developed from the work sessions they attended. The intent was to have team members use these materials (authentic tasks, portfolio examples, curricula models, in-service plans, action plans, etc.) once they returned to the school environment.

Costs incurred for attending the workshop were reimbursed by the project within the following limits: travel mileage at the rate of one automobile per district and motel lodging at two persons per room. Breakfast, lunch and breaks were provided for each day of the conference. Based on suggestions from last year, a picnic dinner was held the first night of the conference in Wakanda Park. Many conference participants and their families attended the gathering.

Evaluations indicated most participants liked the organization and structure of the conference, with 90% responding they found the organization and structure very good or excellent. The great majority (86%) believed the sessions were very good or excellent in helping them reach their conference goals. Evaluation results, including mean scores and written comments are located in Appendix G.

As an acknowledgment to participants for attending the three-day conference, each was awarded with a certificate. Those who had signed up for the one graduate credit received a grade based on attendance and self-assessment scores for the conference tasks. See the conference task guidelines in Appendix G for grading criteria.

A feedback form was collected from 69 participants regarding future integrated and applied curricula conferences. One-hundred percent of the respondents indicated they would like to see the conference continue next year. A majority indicated a three-day conference was preferred. Conference content recommendations are included in Appendix G.

Recommendations

The following recommendations are made based on observations and verbal/written evaluation findings by participants and/or project staff, advisory committee members and DPI/WTCS staff.

1. Continue to develop the skills of those participants designated as trainers/mentors.

    a. Provide a third annual summer conference.

2. Invite new team members to the summer conference to increase the numbers of teachers attempting to implement School-To-Work initiatives.
    a. Continue to have various levels of work sessions based on participants level of expertise.
    b. Involve experienced team members as mentors/coaches to the new participants at the conference.
    c. Launch an intense campaign to coordinate activities with and provide technical assistance to consortium areas which have sent few people to the conferences.

3. Distribute, update and expand resource database
    a. Disseminate the resource information on the electronic mail system.
    b. Distribute the information in hard copy or computer disk form if requested.
    c. Provide technical assistance for workshops and information questions.
    d. Continue to add new materials and people to the data base as more information becomes available.

4. Ensure project activities (work sessions, technical assistance presentations, and conferences) are hands-on in nature and model the integrated and applied learning approach.

Wisconsin

Integrated and Applied Curricula Project Final Report

Appendices A-G

August 15, 1994--August 31, 1995

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Appendix A

Needs Assessment Questionnaire

1. **What activities can the integrated/applied project (UW-Stout) provide to help you implement your action plan?**

Continue workshops with speakers addressing up to date education ideas futurists need to tell us what to plan for -

Examples of worthwhile projects, used by others, that worked.

A source of materials - it always takes so much time to find and prepare materials. Can that process be expedited?

An activity that would involve our whole faculty.

Teach us how to do this. We came up with lessons ourselves and we don't feel competent to do this.

More workshops to inform others.

Staff development activities, i.e., Stout Conference was very good.

Examples/models of successful adoption.

Use of WIDS (Wisconsin Instructional Design Software) in the applied/integrated process.

Workshops such as the one this past summer - but, how about a workshop which combines college, technical college, and high schools. We need to integrate together.

The Summer Conference in '94 was very beneficial. Continue that type of program.

Models of specific integrated programs.

Curriculum strategies that have been tested. Ways to gain support of administration and staff.

Real examples of actual integrated/applied tasks, etc.

Help us to develop more skills in writing units; especially units that are real and authentic rather than contrived just for the classroom.

Content area experts who have developed effective integrated/applied tasks.

I am a math teacher planning an integrated math/tech program with a tech ed teacher. We would like to see what activities are being used successfully in other districts. We would also like to get more CORD curriculum information since Wisconsin is part of the consortium.

Training/familiarization to reasons why these methods work best should be given to administration of school systems.

Then, help administration restructure school schedules to allow teachers time to work together (curriculum directors included).

Develop models of integration that align with the 17 learner outcomes. Also, incorporate the scans competencies (5) areas.

Sell the idea to administrators/school boards. We have teachers interested and ready to go but they aren't getting a lot of support from administration.

Are there any booklets, pamphlets, etc., that give a basic outline of how to develop an integrated or applied task? Something line that to keep teachers work through an integrated task and also point out some of the pitfalls would be very helpful.

We were considerably further along by the time we got to Stout. So, most of the activities we had already done - but, the networking and talking to other participants was valuable.

Nine of the twelve tech prep members have attended Robin Fogarty's Level 1 conference. Level 2 and Assessment conferences will also be attended by our team. She does an excellent job of providing methods to integrate the curriculum -- contract with Robin.

Be a central distribution center for ideas.

Send some graduates into my classroom who can discuss the relevance of school-to-work, tech prep, and how integration can make a student more marketable.

More inservice on team building and teaching strategies. Show students (on video) doing activities.

Make sure that the information of who and what others are doing is on WISNET so that we can all access it.

Collection of listed lessons that would or could be available for publication.

It would be helpful if UW-Stout could provide sample curriculum, resource people, or recommend site visitation whereby KUSD staff could obtain help concerning the local action plan.

Our team feels it has the training and materials to implement the integrated curriculum in our school system.

More specific integrated/applied lessons: activities geared to Elementary Ed. and academic subjects.

Conferences should include presentations of successful integration projects with detailed lesson plans included. Conferences should present strategies for implementation.

We need the support of our district administrator at this point - opening the schedule to our proposed plan.

Support development of 1995-96 plans to sustain and continue further development of this concept. Continue the sharing of who is doing what - exemplary programs. Continue development and support in the areas of needs assessment and follow-up. Mailings to team members - great idea!!

Hands-on! - have us bring units and develop actual lessons/units to present to others for judging against predetermined criteria.

Continue to provide examples of authentic tasks that have been developed. Provide resource people that can be available to describe their developed tasks and perhaps assist the team in developing their own.

I am not aware of any attendee.

Nothing right now. I'm in good shape.

Actual tools for integrating. Ideas regarding ways to approach reluctant staff members. Ideas/samples of block scheduling.

Actual applied activities that other school districts have implemented and have had good success with it.

Activities on cooperative learning. Internet projects. Time to brainstorm.

Time, place to discuss integrated/applied projects with other districts (problems, effective programs, etc.).

I can't answer too many of these [questions] because my role so far has been as a support person. However, I intend to start integrating developmental guidance activities. We are working as a team of four academic teachers (math, English, science, civics) so I will attempt to work through these four areas; up to this point it has been difficult to obtain classroom time. Personally, I strongly support teaming as a way to facilitate the transition to high school for our freshmen. The integrated and applied aspects are a natural outgrowth of the team concept.

Sponsor workshop ...start like Robin Fogarty. This could be opened to Madison area leaders for a one-day, 1 credit workshop.

2. **What additional competencies, skills, and knowledge do you need to develop in order to prepare and use integrated/applied curriculum materials?**

Probably OK. I've worked with many very good and very creative teachers over the years and we've done a lot of things that are now becoming "fashionable".

Just more time.

We need to learn team building skills, conflict resolution skills and ways to build effective multi-disciplining groups.

Time, time to prepare and implement.

Understanding of Wisconsin Student Assessment System.

The DPI Applied/Integrated Guide.

Ideas from school districts successful in this area.

Time management skills.

Industry and how they can be better integrated into our curriculum.

Information gathering techniques.

Time management skills.

Access to information dealing with current trends in education and industry.

Give participants a specific step by step plan on developing I/A curriculums.

In math I would like to be advised of overlapping topics in technology and science - specifics. We all have a general idea but specifics are missing.

How to gain knowledge of other courses to bring about an awareness as to how curriculum and what curriculum can be integrated.

Actual practice - trial and error with an integrated/applied task should provide the best training method.

How to develop applied tasks.

The different levels of integration.

Business leaders talking specifically about what schools need to teach so we can develop applied tasks.

I need further hands on training with tech equipment. I also need to know what math is actually used and how it needs to be taught.

Preparation and use can only be accomplished when time is given to do both. The art of persuasion when convincing staff and administration that it should be done is the primary skill needed.

Standards for evaluation. Rubrics. Appropriate assessments.

I believe teachers need more training in developing competency-based curriculum with performance indicators. This is especially true in the academic areas.

I think we need further training with Robin Fogarty. Her presentation at Wisconsin Dells September 29-30 was the best I've seen. We should purchase her Train-the-Trainer manual - invest time in our core group with "her model" and expand. Everyone should be involved who has attended her beginner sessions. Investing in Fogarty would be a wise use of time!!!

Methods of assessment is still an area that needs to be explored. So many of these integrated projects should not be assessed with a multiple choice type of test. Some sort of performance assessment/guidelines would be helpful.

Until we complete our trial year, it will be difficult to access what our needs might be. More activities, or ideas for activities, would be valuable.

We're okay.

A follow-up next year to share successes and failures.

I need release time to work with the vocational teachers to discuss potential integration.

Communicate, communicate, communicate is the point we are at present.

How I write grants for integrated curriculum proposals, i.e., Carl Perkins.

Additional knowledge about what works and what doesn't work in other school districts would be helpful to our local planning team.

We feel it would be great to let other faculty members from our school attend your ongoing training sessions, instead of having the original team members always attend.

How to grade and assess applied and integrated projects. How to motivate fellow staff members.

A colleague and I are teaching a class called "Career Communication" (year long course, 2 hours/day) which integrated "Applied Communications" with a Business Education class, "Information Processing", and we're doing well. But we are always searching for ways to improve.

Some members of the team have a very narrow view of integrated/applied curriculum. How do we ever change that?

Linkage information - apprenticeship development; MATC articulation. I am piecing this together, but would like as much support in these areas as possible as they are important parts of the school-to-work concept. Also, development of teacher summer internships.

Personally, none, but I got a great deal out of the Robin Fogarty workshops. You folks should be as dynamic and interactive as she is -- you're the models!

How to schedule time.

What I received in Wisconsin Dells on Sept. 29-30 will be very helpful (Fogarty workshop).

I need experience now.

Maybe a follow-up with Robin Fogarty in a year or two.

Practice doing it on-site. Career clusters information.

Knowledge of what businesses want the vocational areas to be teaching.

Need to see more ideas of others.

What we need is a "hands-on" workshop to develop curriculum plans.

3. **What barriers do you face when you try to use or implement integrated and applied curriculum materials?**

Currently we have the traditional 53 minute period, 7 hour day schedule.

Time to plan activities and integration with selected teaching teams.

Fear, uncertainty, etc., on the part of teachers/administrators who haven't had the opportunity to experience team teaching or try cooperative learning, etc. They think it will be hard to do. A few feel threatened, want to protect their turf.

Teacher prep time - together.

Common students -- common prep time.

It is easier to use what is in place than to start something now. Time.

Various knowledge/skill levels in each consortia school of integrated/applied.

Time restrictions in that it is difficult for high school teachers to find time to meet in common.

Budget restrictions for creative projects integrating community with school.

We are a small school in central Wisconsin. The schedule for both teachers and students is a limitation on integrated and applied curriculum. It seems to be difficult to establish a strong relationship with industry in our area.

Too philosophical - more specific information.

Time and scheduling. Students need to be enrolled in all classes being integrated. For example, if I integrate with a physics class, all my students must be talking physics and vice versa.

Common planning time, enough students in classes to make it worthwhile. Programming and scheduling is a problem.

Not enough time to plan together.

Time constraints, common class/planning hours, lacks of support from other teachers, etc.

Common planning time for those teachers involved; time constraints upon individual teachers.

Commitment from other teachers.

Lack of planning time.

Planning time. Money. Training.

Though our curriculum person and principal strongly support my efforts in this movement, teacher time is unavailable for discernible movement in getting the job done.

Concern over the integrating of traditional academic courses. We have strong supporters of traditional education in the community and on faculty.

Traditional attitudes. Lack of knowledge.

Schedules - large blocks of time are not available. Planning time structured into the schedule for the teachers.

Time to plan and implement is always a problem. Also, facility space can be a problem (trying to put 54 kids in one room to do an activity together can be challenging).

So far, so good. It was a tough time to block schedule 5 teachers and 120 students - we will probably adjust our team size for future groups.

Scheduling within the district.

Getting people at the secondary level to accept change. Secondary people tend to work alone in their own discipline.

Often, students don't see the rationale for integration, especially in an upper level college prep lit class.

Common planning time for teachers, or, money for extra time outside of school day for planning.

We are still at the dispersal of information stage. I have presented to the administrative team and the consortium, now I am waiting to talk to the high school teachers.

I find it difficult to find the time to write grants, order curriculum and reference materials.

The biggest barrier continues to be changing the status quo. The majority of the staff within the traditional required subject areas still don't believe there's a reason to use integrated/applied curriculum materials. It is also evident that based on the current cost controls within our local school district that monetary support to support changing of curriculum in programs will not be available. Unless money from the Tech Prep Consortium can be obtained, it is highly unlikely that local district money will be available.

Time and money.

Not enough time for teachers within school day. No money or credit for all the extra work.

Educating administrators and other staff about the value of integrated/applied curriculum. Lots of prejudices to overcome.

Narrow point of view by some members of our team.

Common planning time. Attitudes of some staff members. Scheduling blocks of students to take advantage of this.

Time - "buy-in" from all teachers and administrators.

The necessary time it takes to coordinate integrated tasks.

Resistance only due to not understanding the process. Time - schools unaware that they control implementation of integrated/applied curriculum and that schools should adjust to fit their own needs.

Two of us have to serve 160 instructors in four locations. The traditional attitudinal ones.

Having common students. The "old" meaning of "applied" when relating to other staff members and parents.

Planning time. People not wanting to change - they keep using the same material over and over.

Time, cooperation of staff, administration and parents. These all need to be addressed to make it work.

Other staff members who do not want to integrate curriculum areas. Need for administration support. Time to plan.

Our schedule.

4. What assistance does your integrated/applied curricula team need?

Continual support, encouragement and planned time for us to think and plan.

Moral support! Continued infusion of ideas from the leaders of this project so we don't lose our enthusiasm and motivation.

We'll be meeting as a group soon and will figure out our needs at this point.

We need more instruction.

Time to get together and work.

Available technical assistance upon request.

Helping with evaluating our work.

Help from outside experts to work in our district with us on a one to one level.
We need help with the evaluation area, of information that we gather.

Time to plan and coordinate.

Program needs to be supported in ways that reach administrators so they have knowledge of what we are trying to do. Financial support for meetings. Sub pay also.

Money to provide time for teachers to write performance tasks, etc. during summer (grants).

Evaluation of our completed project.

Evaluation of completed units; "help-line" to ask questions during the process; money for materials, etc.

At this point -- we are early in our goal. Meeting mode -- none. Maybe semester 2 or next year we'll need help.

Ideas - money. We don't need lots of lectures. We need to meet with people having similar problems.

Money to pay district for time to work on this. Get Governor Thompson to drop the cost controls if he wants districts to participate fully in school reform.

We need help on-site, in individual districts. Large, state conferences have been of little help to us. Teachers have a difficult time getting away for 1-2 days, especially in small rural districts. [Note: this comment is from Tech Prep leader at MSTC. Only she and 2 people from Stevens Point high school came to Summer Conference.]

Sources for information on other schools that are successfully implementing this would be a help.

None, right now, other than examples of activities others found effective.

We're working on it, but one month of sequestering in the mountains would be great!

Nothing right now.

Release time to plan! Especially within curriculum development blocks. We need State support to convince administrators that integration is important and requires close integrated planning.

The team at the high school has not been created yet. Until that is done by the administration, it is hard to move forward.

Continue with the summer workshops, conferences.

Time to plan together. Strategies to implement change within the academic areas. Moneys to support our activities.

None at this time.

Money for extra work time and/or subs to take our place. Materials that are quick and easy to use.

We are eager to promote integrated/applied curricula and we need in-depth sessions dealing with promotion strategies. But many of us also need more practice in working with integration models.

We will be developing curriculum next summer to follow-up the proposal we put together this year.

Staff development in-services dealing with topic (whole district). Development of portfolios. List of current DPI names and telephone numbers would be great!

An awareness session held at LTC during an in-service day so all staff realize that it isn't just the high schools who have to change.

Provide for paid staff time to develop these integrated/applied tasks in the summer - There's not enough time to do this during school year.

Scheduled time set aside to teach the modules and implement them.

Internal/institutional.

Career cluster information. Integrated and applied guide for teachers. Forming new teams and updating then on past information.

How do you get those teachers who are so set in their ways to change?

Staff inservice for the district.

Time, money, sample plans.

Appendix B

THE WISCONSIN SCHOOL-TO-WORK SYSTEM

AGENDA
January 26, 1995

Workshop Goal: **To increase knowledge among University of Wisconsin teacher educators regarding the School-To-Work Opportunities Act and its impact on the state's educational system.**

Objective 1: Examine the role of the state educational agencies in the School-To-Work system.

Objective 2: Recognize implications that School-To-Work has on teacher education programs.

Objective 3: Develop strategies that teacher education programs can implement to sustain School-To-Work initiatives.

8:30 AM Coffee and Rolls

9:00 **Introduction**
School-To-Work: An Overview. An overview of the School-To-Work legislation.
Michael J. Galloy, UW-Stout

9:15 *School-To-Work Implications for Teacher Education Programs.*
Leaders of Wisconsin' s education system convey their agency's role in the School-To-Work system and implications for teacher education programs.
John Benson, Department of Public Instruction
Betty Brunelle, Wisconsin Technical College System
Katharine Lyall, University Of Wisconsin System

10:00 **The Wisconsin Framework For a School-To-Work System.**
A brief discussion of several initiatives that are part of the framework for Wisconsin's version of the School-To-Work system.
Mary Jane Best-Louther, Department of Public Instruction
Gabrielle Banick-Wacker, Wisconsin Technical College System

10:20 **Break**

10:35 **Experiences in the Field**
Examples of technical college and high school programs that are implementing various aspects related to the School-To-Work system.

11:15 **Brainstorming Session**
Groups of UW participants brainstorm various strategies that respond to the needs implied by Wisconsin's School-To-Work system. Sample integrated and applied curriculum action plans, developed by integrated and applied curriculum teams will be available as resources. Each group will develop three strategies that will help sustain and enhance School-To-Work activities.

12:00 **Adjourn**

1/23/95

Participant Reaction Form

Integrated and Applied Curricula
Wisconsin School-to-Work System
January 26, 1995
Madison, WI

Please complete the following questions by giving your frank opinions and reactions.

1. How new were the topics or materials to you?	1 Not New	2	3	4	5 Very New	MEAN 2.53

2. How relevant or useful was the training to your work - did it meet your needs?	1 Not Very Useful	2	3	4	5 Of High Value	MEAN 3.00

3. Do you feel the ideas and concepts can be immediately integrated into your work?	1 No	2	3 Somewhat	4	5 Yes	MEAN 3.18

4. How effective were the presentations in getting ideas across to you?	1 Not Effective	2	3	4	5 Highly Effective	MEAN 3.40

5. Was there enough opportunity for questions and discussion?

Too Much _____(1) All That Was Needed _____(2) Should Have Been More ____(3) MEAN 2.73

6. What was the most helpful information for you?

____

____

7. What was the least helpful information for you?

____

____

8. How new were the topics or materials to you?	1 Poor	2	3	4	5 Excellent	MEAN 2.4

9. Other

Evaluation Results
Integrated/Applied Curricula
WI School-to-Work System
January 26, 1995
Madison, WI

5. **Was there enough opportunity for questions and discussion?**

All That Was Needed-4 Responses

- Within this timeframe. More would have been required-an afternoon session.

Should Have Been More-13 Responses

- Stay on schedule-no time for brainstorming-major missed opportunity.
- Mixed
- There was none in the morning.
- None was provided.

6. **What was the most helpful information for you?**

- Seeing how the intent is to maintain a substantive curriculum that uses applied components to deepen knowledge processing.
- Gabe Wacker's talk.
- Practitioner WI-too long.
- WIDS - need more information on how to design integrated curriculum.
- Teacher presentations.
- Information from Gabe.
- From the teachers themselves.
- Information on WIDS, Washburn Academy, and some of the teacher examples.
- Getting a perspective from the three main sectors - DPI, UW and WTCSB
- High school chemistry teacher. His thoughts as to why as well as the what.
- Hearing the commitment of individuals and systems at all levels.

7. **What was the least helpful information for you?**

- It's nice to have greetings from Lyall, Brunelle and Benson, but not really critical to your purpose.
- Redman-too simple. Hogan-too much a beginner.
- WWTC speaker.
- Presentations by teachers were too long and did not always stay on the topic.

7. What was the least helpful information for you? (Continued)

- Provide only one example - more information on how and what to teach to enable WTS to be implemented.
- The speaker from the DPI.
- Brunelle and Wacker telling us what we need to do.
- The chart and "stuff" at the beginning.
- Sitting for three hours without participating.

8. How new were the topics or materials to you?	1 Poor	2	3	4	5 Excellent

- 1=3 Responses
- 2=3 Responses
- 3=5 Responses
- No Responses from 6 People

9. Other:

- I maintained my interest - had good ideas generated to simmer in the back of my mind.
- Thanks for bringing Lyall, Benson, DPI Reps and the last speaker Schilling.
- The format is top-down, how ironic. It would be helpful to have a bibliography of the educational base which demonstrates the effectiveness of integrated and applied curricula so we can share with our colleagues.
- A mindless, superficial cheerleading workshop. We were treated as if we were children who know nothing about school-to-work, integrated curriculum and assessment issues. Completely uncritical presentation of ideas.
- Need the concrete - let the theory come - that is what you are teaching.
- Need to sort out assumptions and clarify connections of tech prep, to school-to-work to curriculum integration. It was awful to request payroll to sit for three hours in a non-interactive setting.

Teacher Educator Follow-Up Survey
February 2, 1995

1. What actions or activities related to School-to-Work programs do you plan on completing in the next twelve months?

    - Continued in class instruction, videos, class speakers, print materials. Infusion of school-to-work ideas in curriculum planning.
    - 1. Working with local school district as informal (unpaid) consultant as they develop an applied math curriculum.
      2. Plans for using activities from applied math curriculum in methods classes to discuss teach prep.

2. How can teacher educators help K-12 school districts with their School-to-Work programs?

    - Informing pre-service teachers of goals and programs. Teaching curriculum planning in the spirit of school-to-work initiatives. Village Partnerships & Ed for Employment are twofold.
    - 1. Consult on curriculum writing projects.
      2. Connect schools who are working on similar things.
      3. Teach classes / workshops in services on teaming and / or integrated curriculum.
      4. Provide resources / information to schools.
    - Through classes work with guidance counselors.
      Encourage greater interdisciplinary cooperation.
      Encourage greater use of technology throughout the entire curriculum.
      Demonstrate how to form more effective partnerships with business / industry.

3. What concerns do you have about School-to-Work programs?

    - Naiveté on the part of the public and of the business community about the stresses schools face, and much publicity about initiatives involving less than 5% of high school students. Lack of funding is a major concern.
    - 1. That money will suddenly dry up and schools will be left picking up the pieces or abandoning considerable work already done.
      2. Discourages college for many who should go.
      3. Seems to invariably end up in dramatic tracking.
      4. Using tests as only basis for decision-making.
    - Building more community support.
      School-to-work is more than just good teaching - yet many recent examples of integrated instruction - demonstrate good teaching practice only.

Appendix C

INTEGRATED AND APPLIED CURRICULUM WORKSHOP
ADMINISTRATORS AND CURRICULUM DIRECTORS

AGENDA

Workshop Goal: To develop administrative strategies that will help teachers implement integrated and applied curriculum and overcome barriers limiting effective administration of STW activities.

Objective 1: Examine the vision of Wisconsin's School-to-Work Transition plan and identify specific areas of concern to administrators.

Objective 2: Develop specific action plans that address administrative barriers identified by teachers who are implementing integrated and applied curriculum.

Objective 3: Develop action plans that address specific issues related to administration of STW and integrated and applied curriculum.

8:30 Continental Breakfast

9:00 Introduction
Welcome, Workshop Overview and Expectations.
Mike Galloy, UW-Stout

9:15 Wisconsin Vision for a School-to-Work Transition Plan.
Discussion of specific aspects of a suggested plan for implementation of School-to-Work activities and administrative concerns. An overview will be provided followed by a townhall type discussion with a panel. Mary Jane Best-Louther, Gabrielle Wacker, Mike Galloy, Tech Prep Coordinators

10:15 Break

10:30 Implementing Integrated and Applied Curriculum.
A brief review of barriers identified by teachers. Barriers were identified from integrated and applied team's action plans, needs assessments and previous workshops evaluations. Administrators will work in small groups to develop action plans to help teachers in their districts implement integrated and applied curriculum. Report out will be conducted at the end of the session. This session will be conducted and facilitated by regional Tech Prep Curriculum Coordinators.

Noon: Lunch-Provided by Project

1:00 Barriers Facing Administrators in School-to-Work Issues.
Work groups will identify issues that administrators must deal with to implement various aspects of the School-To-Work system in their districts. Groups will develop action plans that confront the issues. Report out will be conducted at the end of the session. Tech Prep Coordinators will facilitate.

2:30 Debrief and adjourn.

Synopsis of School-To-Work Administrators' Workshops
Integrated and Applied Curricula Project

Overview
As a direct result of input from teachers participating in the 1994 Integrated and Applied Curricula Project Summer Conference, a special workshop was designed for school administrators and curriculum specialists to involve them in the process of implementing integrated and applied curricula. Regional workshops were held in Appleton, Brookfield and Tomah in March and May, 1995. A total of 82 administrators attended these workshops. A synopsis of the action plans developed by the workshop participants follows. It is hoped these creative strategies to confront common barriers will benefit administrators and teachers working to implement applied and integrated curriculum and School-To-Work initiatives in Wisconsin schools.

Teacher-Identified Barriers to Implementing Integrated and Applied Curricula

Design Stage: turf battles, team development and survival, lack of knowledge and information, team planning time, support, resources, buy-in from teachers and administrators.

Development Stage: team development and follow through, in-service related issues, time, union and work issues, support and leadership.

Implementation stage: traditional school schedule, team time, union and work issues, support, in-service and training, facilitating others, and buy-in from teachers administrators and students.

Administrators Solutions to Teacher Identified Barriers

1. Team Development:
   --arrange in-service activities to brainstorm vision, mission and action plan for short- and long-term goals;
   --establish a school improvement team;
   --select the "movers and groovers" as team members;
   --concentrate curriculum reform efforts on new hires and those who express a desire to change;
   --take small steps at first;
   --after trial period, debrief and evaluate.

2. Time:
   --restructure core academic schedule to allow for common but flexible team planning;
   --eliminate separate curriculums for non-college students;
   --establish varieties of ways to find time (block schedule, common prep time, early release, late start, weekend retreats, etc.).

3 Money:
   --access School-to-Work and Carl Perkins money to support faculty development during summer months;
   --build connections with business, industry, and labor for their financial support;
   --create school board commitment (plan budgets accordingly).

4. Buy-in:
    - --involve school board, administrators and community representatives in process from beginning;
    - --get ideas and support from ground level;
    - --involve teachers in decision making;
    - --communicate that alternative education does not mean at-risk education;
    - --communicate with the public that real education requires more than students, books and teachers;
    - --encourage staff attendance at summer workshops, college courses and provide funding;
    - --pamper the innovations.

5. Administrative Support:
    - --get together resource people;
    - --have regular support meetings;
    - --show models of success;
    - --provide budget support (technology and materials).

6. Lack of knowledge:
    - --encourage reform of teacher education to include a two-year internship model using master teachers as mentors;
    - --examine emerging district curricula processes in context with Wisconsin Learner Goals, outcomes and assessments.

Administrative Identified Barriers and Suggested Action Plans

1. Time and Schedule Problems
    - --develop a teaching schedule that allows as many teachers as possible to have a common period for interaction;
    - --negotiate the length of the school year;
    - --hire, reassign in order to have a School-To-Work coordinator;
    - --provide incentives to staff (comp time, flex time, release time, and cumulative time);
    - --set up a study group to restructure daily schedule;
    - --prioritize initiatives and allocate time based on these prioritized initiatives;
    - --shorten between-class passing time and lunch hours to provide more time;
    - --have team of teachers build schedule to eliminate top-down management perception and increase buy-in.

2. Lack of Financial Resources
    - --tap into local, regional, state and federal money (School-To-Work grants, Carl Perkins, Eisenhower, National Science Foundation, and local district dollars);
    - --identify areas that may be cut;
    - --identify existing resources that could be utilized for an integrated task;
    - --increase political action to provide state and federal funding;
    - --have School-To-Work coordinators submit proposals;
    - --seek private sources of funding (Chamber of Commerce and businesses).

3. Negative Image of School-To-Work (teachers, parents, students)

--have in-service for staff (non-optional);
--change image that School-To-Work should only be addressed by vocational staff;
--focus on broader-based learner outcomes to needs rather than specific based content;

4. Selling the Program and Getting Community and School Acceptance
   --secure the resources;
   --create pilot projects;
   --arrange an open house for community;
   --have public presentations about School-To-Work (service clubs, displays, etc.);
   --create a business, community and education team;
   --use state and regional promotional tools (newspapers and T.V.) to promote programs to generate positive press about the developing program;
   --present the concept of integration objectively;
   --inform K-12 about programs;
   --get student input.

5. Staffing and Certification Issues
   --lobby legislature for more flexible licensing;
   --create closer communication with the universities so that certification issues and preparation issues are understood.

6. Staff Development
   --expose teachers to more work place skills as part of their preparation;
   --participate jointly with staff in relevant in-service presentations;
   --acknowledge participation and share knowledge at faculty meetings;
   --provide summer pay to develop curriculum and identify common themes;
   --make the program voluntary;
   --have business people share with teachers how businesses are structured differently now than 10 years ago and what student skills are necessary now compared to the past.

7. Building Consensus
   --establish a clearinghouse for new initiatives;
   --create a weekly bulletin on initiatives, issues, conference opportunities, etc.
   --establish a cross-sectional task force to present initiatives;
   --establish a structure to educate and inform teachers who are opposed;
   --compromise on issues.

Participant Reaction Form

Integrated and Applied Curricula
Wisconsin School-to-Work System
May 4, 1995
Tomah, WI

Please complete the following questions by giving your frank opinions and reactions.

1. How relevant or useful was the workshop to your work - did it identify areas of concern for you?	1 Not Very Useful	2	3	4	5 Of High Value

Mean = 3.88

2. How effective were the work sessions in generating ideas for you?	1 Not Effective	2	3	4	5 Highly Effective

Mean = 3.88

3. Do you feel the action plans can be immediately integrated into your work?	1 No	2	3 Somewhat	4	5 Yes

Mean = 3.13

4. Which session was most useful to you?	Not very Useful				Of High Value
Session 1: Wisconsin Vision for School-to-Work	1	2	3	4	5
Mean = 3.50					
Session 2: Teacher Identified Barriers	1	2	3	4	5
Mean = 2.88					
Session 3: Administrative Barriers	1	2	3	4	5
Mean = 3.88					

5. Was there enough opportunity for questions and discussion?

Too Much 1 All That Was Needed 2 Should Have Been More 3

Mean = 1.88 (3pt scale)

6. What was the most helpful information for you? Responses on attached sheet.

7. What was the least helpful information for you? Responses on attached sheet.

8. Other: Responses on attached sheet.

Participants' Written Responses
Integrated and Applied Curricula
Wisconsin School-to-Work System
May 4, 1995
Tomah, WI

What was the most helpful information for you

-Vision of School-to-Work.
-Just having the chance to focus on a problem and work at solving it.
-Networking about applied/integrated issues.
-The two morning speakers were great. Nice to interact with others solving the same problems.
-Discussion interaction after lunch.
-Thank you for the enablers from WBVTAE! Afternoon sharing was good. Focus was sharp!
-I like the action plans. Gave a chance to talk with compatriots needed info. [sic]
-Nothing new. I think we've heard it all before. We all know what the barriers are, but our hands are tied when it comes to solutions.

What was the least helpful information for you.

-Reviewing the teacher barriers.
-MJ & Gabe (saw it last week).
-This was a good day.
-Morning lectures: should have spent time asking who we are; what we're doing; why we were attending.

Other

-In small groups-breaking into small groups more useful. Maybe when you identify (brainstorm problems) try to categorize so you end up finding more solutions to more issues maybe in a broader context.
-Did not stick to agenda; supposed to be a panel of DPI, WWTC etc. to ask questions of not speakers lecturing to us.
-A good tool to work with staff [arrow referring to action plans].
-There is so much uncertainty right now a both the state and federal level that it is impossible to know what direction we need to take. It could all change tomorrow. The lunch was pretty lousy, but the dessert was great!

Participant Reaction Form
Final Results
Integrated and Applied Curricula
Wisconsin School-to-Work System
March 8, 1995
Brookfield, WI

Please complete the following questions by giving your frank opinions and reactions.

1. How relevant or useful was the workshop to your work - did it identify areas of concern for you?	1 Not Very Useful	2	3	4	5 Of High Value
Mean = 3.75					
2. How effective were the work sessions in generating ideas for you?	1 Not Effective	2	3	4	5 Highly Effective
Mean = 4.00					
3. Do you feel the action plans can be immediately integrated into your work?	1 No	2	3 Somewhat	4	5 Yes
Mean = 3.23					
4. Which session was most useful to you?	Not Very Useful				Of High Value
Session 1: Wisconsin Vision for School-to-Work	1	2	3	4	5
Mean = 3.97					
Session 2: Teacher Identified Barriers	1	2	3	4	5
Mean = 3.88					
Session 3: Administrative Barriers	1	2	3	4	5
Mean = 3.55					

5. Was there enough opportunity for questions and discussion?

Too Much	1	All That Was Needed	2	Should Have Been More	3

Mean = 2.06 (3pt scale)

6. What was the most helpful information for you? Responses on attached sheet.

7. What was the least helpful information for you? Responses on attached sheet.

8. Other: Responses on attached sheet.

March 8, 1995
Brookfield, WI
Integrated and Applied Curricula
Wisconsin School-to-Work System

Participant Reaction Form

What was the most helpful information for you?

- Finding out I'm in the same boat as many others.
- Networking during lunch was truly beneficial.
- Getting together with other educators and discussing common problems.
- Developing a plan w/my own school people.
- Just getting information - ideas for us in our development of our K-12 math outcomes which has been a focus of our district this year.
- Ideas to overcome - informal connections.
- Independent small group discussion.
- The need to pull things together - group reports.
- Brainstorming and discussion.
- The report outs by various groups.
- It was helpful to have an opportunity to discuss these issues both inter-district and intra-district.
- I appreciated the information regarding the DPI & Tech college initiatives. Also, discussion between colleagues was very useful!
- Sharing of ideas between different districts.
- Networking between districts.
- Discussions in small groups - Finding out what is being done in other districts to solve problems, etc. Should be more of this type of activity - sharing information in relation to the topic.
- DPI Philosophy
- Communicating with my staff members.
- Presentation by DPI & Vocational Rep.
- Discussion of things happening.
- Prioritizing various barriers - interesting to see the broad spectrum & the different ratings of the 20+ barriers identified.
- Discussion with other administrators.
- The opportunity to talk with other school districts.
- Having our school administrator in our midst so he has a better understanding/scope of the barriers facing teachers.
- Table interaction - good cross-section.
- The meeting helped me to refocus things that I had lost sight of.
- To talk about what could be changed. To work on barriers.

What was the least helpful information for you?

- Working w/other districts as we each have our own stage we are at.
- Wisconsin DPI Vision - Sounded like it was taped.
- The discussion was helpful, though I'm not convinced it generated any solutions to problems or answers to questions.
- None - all info was useful.
- Administrator barriers.
- Wisconsin vision.
- Barriers - we have worked through most of these.
- Members of the "team" didn't all attend.
- Much of the content was opinion from unknown sources. I always like to hear from sources that work.
- All was good.

Other

- We need updated resources (materials & People) to assist in better educating staff in the buildings.
- The workshop was one of the best that I have attended all year. Very timely - we could bring back ideas to our district that we can use and save us planning time.
- Needed insights as to how to really pull all of STW together in light of very little time for everyone involved. There's just too much to do and too little time to do justice to the initiatives. I left with same feeling - another project needing a 100 hrs. of my time which I do not have - yet I do believe in the need to move forward.
- Thanks for planning good food and breaks. This was important for follow-up.
- Mary Jane's presentation was well-done and helpful
- I enjoyed the day!
- I appreciated the opportunity to work with people from our own district so that we would work on relevant issues.
- I am not an administrator; this workshop helped me to see the other side of the problems we face!
- Thanks.
- Site based management was a good idea to help launch applied curricula across the curriculum. Teachers are more likely to buy into a process if they help develop it.
- Too much lunch.

Participant Reaction Form
Final Results
Integrated and Applied Curricula
Wisconsin School-to-Work System
March 2, 1995
Appleton, WI

Please complete the following questions by giving your frank opinions and reactions.

1. How relevant or useful was the workshop to your work - did it identify areas of concern for you?

1	2	3	4	5
Not Very Useful				Of High Value

Mean = 3.86

2. How effective were the work sessions in generating ideas for you?

1	2	3	4	5
Not Effective				Highly Effective

Mean = 4.07

3. Do you feel the action plans can be immediately integrated into your work?

1	2	3	4	5
No		Somewhat		Yes

Mean = 3.79

4. Which session was most useful to you?

	Not Very Useful				Of High Value
Session 1: Wisconsin Vision for School-to-Work	1	2	3	4	5
Mean = 3.91					
Session 2: Teacher Identified Barriers	1	2	3	4	5
Mean = 3.85					
Session 3: Administrative Barriers	1	2	3	4	5
Mean = 3.57					

5. Was there enough opportunity for questions and discussion?

Too Much	1	All That Was Needed	2	Should Have Been More	3

Mean = 2.07 (3pt scale)

6. What was the most helpful information for you? Responses on attached sheet.

7. What was the least helpful information for you? Responses on attached sheet.

8. Other: Responses on attached sheet.

March 2, 1995
Appleton, WI
Integrated and Applied Curricula
Wisconsin School-to-Work System

Participant Reaction Form

What was the most helpful information for you?

- Having administrators come together.
- Design for an action plan.
- On hand development of an action plan. How to work he curriculum into 4 block schedule.
- Realizing that we share common problems (barriers) and jointly committing to solve them.
- Being able to discuss ideas and concerns with other administrators.
- Wisconsin Vision for School-to-Work Transition Plan.
- STW transition plan. All info was interesting and helpful.
- Sharing with individuals at table.
- Info shared with Oshkosh.
- WI Vision.
- Planning Guide (task). Needs assessment also helpful.

What was the least helpful information for you?

No comments on any of the surveys.

Other

- Opportunity to hear about other schools and their perceptions.
- Good Workshop.
- Good start to a difficult problem/task.
- Excellent presenters!

Appendix D

Integrated/Applied Curricula Newsletter

Summer 1995

In This Issue...

- **1995 Summer Institute on Education and Work Announcement.**
  See article on this page.
- **Suggestions From Administrators for Overcoming Barriers to School-To-Work Initiatives.**
  See page 2 for more information.
- **Wisconsin Community Education Programs Chosen as National Winners.**
  Details on page2.
- **Need some information for your integrated and applied programs?**
  Take note of the resources on page 3.

> *I skate to where the puck is going to be, not where it has been.*
>
> *--Wayne Gretzky*

Project Year Comes to Close

The end of the second year of the Integrated and Applied Curricula Project is approaching. As we look to the future, it is increasingly clear that educators must operate more independently to implement integrated and applied curricula without the large-scale support of annual workshops and conferences. Reform efforts will be situated at the grassroots level and this means leaders must emerge and new people must be trained if integrated and applied curricula is to advance.

There are many exciting, successful examples of integrated and applied curricula throughout the state. From Kenosha to Superior, teachers are taking the initiative to make classroom time more authentic and meaningful to all learners. Many of these activities are being collected by UW-Stout project staff as part of a database of resources. The database will also include documents and names of contact people to help disseminate useful information to educators, administrators and other professionals working in the field.

The Center for Vocational, Technical and Adult Education will continue to offer technical assistance to individuals, or schools, who want more information training about integrated and applied curricula. For more information, contact Orv Nelson at (715) 232-1382, or Mike Galloy at (715) 232-2163.

1995 Summer Institute on Education and Work

The theme for this year's Summer Institute on Education and Work is "How to Create Connections--Business/Industry/Schools." The institute is sponsored by the Wisconsin Association of Secondary Vocational Administration (WASVA). It will be held in Madison at the Holiday Inn West, August 7-8, 1995.

The goals of the Institute are to provide: team leadership building, update on School-To-Work issues, practical assistance for local leaders, and "hands-on" learning experiences in effective practices.

Cooperating partners include: The Department of Public Instruction, Wisconsin Technical College System, Center on Education and Work (UW-Madison), Wisconsin Council on Vocational Education, Wisconsin Vocational Association, and Center for Vocational, Technical, and Adult Education (UW-Stout).

Address all conference questions to Institute Coordinator, Fred Skebba, 9739 Lee Lake Road, Hazelhurst, WI 54531, Telephone: (715) 356-9396.

Suggestions From School-To-Work Administrators' Workshops

As a direct result of input from teachers participating in the 1994 Integrated and Applied Curricula Project Summer Conference, a special workshop was designed for school administrators and curriculum specialists to involve them in the process of implementing integrated and applied curricula. Regional workshops were held in Appleton, Brookfield and Tomah in March and May, 1995. A total of 82 administrators attended these workshops. In one activity, administrators brainstormed suggestions for overcoming some of the teacher-identified barriers to implementing integrated and applied curricula. Some of the barriers are listed below, followed by recommended solutions.

Barrier One---Team Development:
- --arrange in-service activities to brainstorm vision, mission and action plan for short- and long-term goals;
- --establish a school improvement team;
- --select the "movers and groovers" as team members;
- --concentrate curriculum reform efforts on new hires and those who express a desire to change;
- --take small steps at first;
- --after trial period, debrief and evaluate.

Barrier Two--Lack of Time:
- --restructure core academic schedule to allow for common, but flexible team planning;
- --eliminate separate curriculums for noncollege students;
- --establish varieties of ways to find time (block schedule, common prep time, early release, late start, weekend retreats, etc.).

Barrier Three--Lack of Money:
- --access School-to-Work and Carl Perkins money to support faculty development during summer months;
- --build connections with business, industry, and labor for their financial support;
- --create school board commitment (plan budgets accordingly).

Barrier Four--Getting Everyone to Buy-in:
- --involve school board, administrators and community representatives in process from beginning;
- --get ideas and support from ground level;
- --involve teachers in decision making;
- --communicate that alternative education does not mean at-risk education;
- --communicate with the public that real education requires more than students, books and teachers;
- --encourage staff attendance at summer workshops, college courses and provide funding;
- --pamper the innovations.

These and other suggestions will be shared with the teacher educator teams attending the 1995 Integrated and Applied Summer Conference. For a complete synopsis of the administrators' workshops, contact Julie Keown-Bomar, CVTAE, UW-Stout, phone: (715) 232-2343.

Wisconsin Programs Chosen As "Outstanding Community Solutions"

Two Wisconsin education programs were chosen among the top seven national winners in the "Community Solutions for Education" contest. These programs mobilize the community to improve learning opportunities for young people.

The Birchwood News, the only town newspaper in Birchwood, Wisconsin is a high quality publication that is managed by students. In the Madison Middle School, the school's students, teachers and parents now access the Internet's on-line resources instead of relying on textbooks. Business and university support help maintain the internet program. Both award-winning programs were judged on how well they unite the community in support of education to meet an identified critical need, encourage sustained cooperation of the community, show tangible evidence of success, demonstrate effective use of resources, and serve as a model for other communities.

Selected from 250 entrants, these programs were featured in USA Today on April 19 and will also appear in an upcoming guide that will offer successful reform strategies to other communities. The contest was sponsored by the Coalition on Educational Initiatives whose partners include Apple Computer, Inc.; Procter and

Gamble's Crest and Tide Brands; Sallie Mae; State Farm Insurance Companies; and Subaru of America, Inc.

To order the upcoming resource guide, write to Steve Anderson, Media Relations, USA Today, 1000 Wilson Blvd., Arlington, VA 22229.

Information from *Community Update*, June 1995, p. 2.

Helpful Resources for Integrated and Applied Curricula Efforts

A resource database is currently being assembled as part of the Integrated and Applied Curricula project. The following resources are examples of the types of materials which can be found on the database. The database will also include exemplary activities from around Wisconsin. Distribution of the database should begin in August, 1995.

> "Cooperative Teaching Makes History Come Alive," by Beth Avery and others. *Social Education*, v.58, n5, p271-76, Sept, 1994. Abstract: describes a cooperative-learning program jointly developed by computer education and world history teachers in which secondary students create mock newspapers.

> "The Play's the Thing. Integrated Curriculum Makes Even Shakespeare Relevant to Vo-Tech Students, by Jeff Adams. *Vocational Education Journal*, v67, n8, p32-33, Nov.-Dec., 1992. Abstract: The Polytechnic High School of Kent County (Delaware) is organized in five clusters, each of which has five academic teachers. The teaming of academic and vocational teachers demonstrates the importance of group dynamics and team process in teacher preparation.

> "The Dream Team. Four Teachers Savor the Ultimate Classroom Experience." *Vocational Education Journal*, v67, n8, p30-31, 72, Nov-Dec, 1992. Abstract: instead of departments, a team of English, social science, science, and math teachers plan and implement programs in four career clusters at Dauphin County (Pennsylvania) Technical School.

> "Integration of Academic and Vocational Education. Myths and Realities," by Bettina A. Lankard. ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus Ohio, 1994. Abstract: discusses myths and realities concerning the implementation of integrated curriculum, including the importance of administrative, institutional, community and state support in the process.

> "Portfolio Assessment in Adult, Career, and Vocational Education. Trends and Issues Alert," by Susan Imel. ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio, 1993. Abstract: portfolio assessment is a frequently mentioned form of alternative assessment that encourages the development of self-assessment skills. Author discusses guidelines for the development of portfolios, development of knowledgeable teachers, portfolio assessment, establishing standards, criteria and validity, and reliability of results.

For more information about the database, contact Julie Keown-Bomar, CVTAE, UW-Stout, 218 Applied Arts, Menomonie, WI 54751. Phone: (715) 232-2343.

There is a real magic in enthusiasm. It spells the difference between mediocrity and accomplishment...

--Norman Vincent Peale

The *Integrated/Applied Curricula Newsletter* is published four times per year. Funding for the Newsletter is through project funds originating with the Wisconsin Department of Public Instruction and the Wisconsin Technical College System. If you are not currently receiving the newsletter, and wish to, please contact project staff at (715) 232-1383 or mail/fax your request to: Integrated and Applied Curricula Project, 218 Applied Arts Bldg., UW-Stout, Menomonie, WI 54751. Our fax number is (715) 232-1985.

Route this Newsletter to:

___ Administrators
___ Academic Teachers
___ Vocational Teachers
___ Special Needs Staff
___ Guidance Counselors
___ School Board Members

Upcoming Events

Event	Location and Date	Contact Person
Integrated/Applied Curricula Summer Conference	June 27-29, 1995 UW-Stout - Menomonie, WI	Julie Keown-Bomar (715) 232-2343

Summer Session Courses

Event	Location and Date	Contact Person
STW--Authentic Assessment	July 7 and 8, 1995	Mike Galloy (715) 232-2163
STW--Career Development	June 30, July 1, 1995	Dennis Van Den Heuvel (715) 232-2252
STW--Team Building	July 14 and 15, 1995	Charlie Krueger (715) 232-1137
STW--Learning Styles and Multiple Intelligence	July 28 and 29, 1995	Kenneth Welty (715) 232-1206
STW--Needs Assessment and Strategic Planning or Schools	July 21 and 22, 1995	Orville Nelson (715) 232-1362

Integrated/Applied Curricula Project
Center for Vocational, Technical
and Adult Education
University of Wisconsin-Stout
218 Applied Arts Bldg.
Menomonie, WI 54751

144-05-02075

Integrated/Applied Curricula Newsletter

Spring 1995

In This Issue...

- **Summer Conference Planning Underway**
  See article on this page for information about the Statewide Conference for Integrated and Applied Curricula.
- **Administrators Attend Integrated and Applied Curricula Workshops**
  Two workshops were recently held to involve administrators in the integrated and applied curricula process. More information is found in the article on this page.
- **Book Review - The Portfolio Connection**
  See page 2 for insights into new literature about using student portfolios for assessment.
- **Business/Industry Field Experience**
  See page 2 for details about this opportunity.
- **Competency Based Admission Pilot Project Update**
  Find out the current status of Wisconsin's alternative admission pilot project on page 2.
- **Request for Resources**
  Resources about integrated and applied curricula are being compiled by UW-Stout staff. See page 3 and the newsletter insert for more information.
- **School To Work Summer Courses**
  See page 3 for details.

Summer Conference Planning Underway

Team members, mark your calendars for the 1995 Integrated and Applied Curricula Summer Conference. The conference will be held June 27-29 at the University of Wisconsin-Stout in Menomonie. The conference is open to all participants who attended last year's conference and experienced integrated and applied curriculum specialists, and teachers and administrators. If you have questions about qualifying, call Mike Galloy at (715) 232-2163.

This year's conference will focus on two main themes: 1) continued development of team members' integrated and applied curriculum skills, and; 2) development of train the trainer skills. A few examples of session topics include: authentic assessment tools, portfolio development, team building skills, planning inservice activities for integrated and applied curricula, and many more! Additionally, we will have a panel of school administrators available to field questions about curricular issues. The plans are for a very interactive workshop. As per your suggestions, sessions will be designed to allow time for you and your teams to work with the resources available and develop materials to take with you when you leave. An evening picnic will be held on June 27 by popular request of the participants.

Project staff are in the process of gaining permission to offer one UW-Stout graduate credit for completing the workshop. To receive credit, a participant must complete the workshop and pay a segregated student fee of $16.49 (by check only). More information will be made available in subsequent mailings.

Thanks go out to all those who provided suggestions for the summer conference.

Administrators Attend Integrated and Applied Curricula Workshops

Curriculum specialists and administrators recently attended integrated and applied curricula workshops in Appleton and Brookfield. These workshops were developed in response to a needs assessment survey sent to team members which suggested involving administrators in the Wisconsin integrated and applied curricula process. The goal of each workshop was to develop administrative strategies that will help teachers implement integrated and applied curriculum and overcome barriers limiting effective administration of School-To-Work activities.

Mike Galloy, Orville Nelson, Lorayne Baldus, and Julie Keown-Bomar—UW-Stout, Mary Jane Best-Louther—Wisconsin Department of Public Instruction, and Gabe Wacker—Wisconsin

(continued on page 2)

Technical College System Board conducted the workshops.

Based on needs assessments, team action plans, and previous workshop evaluations, critical barriers to implementing integrated and applied curricula were identified. Barriers include lack of time, scheduling conflicts, and weak support from fellow teachers and administrators. At their workshop, administrators and curriculum specialists developed action plans to help teachers deal with important issues limiting the implementation of integrated and applied curricula activities.

Administrators developed a second set of action plans to deal with implementation of the School-To-Work system in their districts. Several problems they identified were support from the school boards and community, traditional school schedules, and time. Recommended solutions included creating positive publicity about curriculum change, changing to block scheduling, and finding more release time for teachers.

Workshop evaluations were very positive. Your administrators found the activity that dealt with the barriers you identified especially useful. Many written comments mentioned the value of brainstorming with colleagues to confront many of these difficult issues. At the Summer Conference a panel of administrators will be available to field questions about implementation processes and concerns.

Since the Madison and Rice Lake administrators' workshops were canceled, a substitute workshop has been scheduled on May 4th at the Holiday Inn in Tomah. All those interested in attending should promptly call Lorayne Baldus, UW-Stout, Center for Vocational, Technical and Adult Education, 715-232-1395, for details.

Book Review

THE PORTFOLIO CONNECTION by Burke, K., Fogarty, R., and Belgrad, S. (1994)

"A portfolio is a purposeful collection of student work that exhibits the student's efforts, progress and achievements in one or more areas. The collection must include student participation in selection content, the criteria for selection, the criteria for judging merits and evidence of student self reflection." This quote from Paulson, Paulson and Meyer (1991) is the basis and focus of this IRI Skylight publication.

Portfolios fit perfectly with authentic assessment because students must perform and/or produce something that reflects the knowledge they have gained. Students must generate rather than select a response. A portfolio can compliment other assessment and evaluation strategies used to judge the accomplishments of a student.

A ten step recipe for portfolio development and presentation is consistently followed. The 10 chapters cover basic information and provide concrete examples for implementation into the classroom. Many of the exempts however are from the elementary school. Secondary and postsecondary schools will have to transfer the information into their own setting. The soft covered 8.5 x 11 text is easy to read, well illustrated and easy to follow. Transparencies can easily be produced from the large format in most figures.

Copies of the Portfolio Connection may be ordered from IRI Skylight Educational Training and Publishing, 200 East Wood Street, Suite 274, Palatine, IL 60067, Phone 1-800-348-4474, FAX 708-991-6420.

Business/Industry Field Experience

Information and registration packets are now available for educators who wish to acquire college credit for experiences in business and industry. This course is intended to provide an opportunity for educators to see their disciplines applied in the work place. It will also provide an opportunity to identify authentic tasks that can be used in developing integrated and applied curricula. Please contact Orv Nelson at the Center for Vocational, Technical and Adult Education, 715-232-1362, to request an information packet. **The Registration Deadline is May 30.**

Competency-Based Admission Pilot Project Update

As a response to the dramatic changes taking place in the K-12 schools in Wisconsin and throughout the country, the UW System is developing an alternative admission process. A Task Force, appointed in October 1992, recommended that the UW System adopt a competency-based admission process to supplement the current admission policy which is based on Carnegie *units.* The Competency Based Admission (CBA) process will enable high schools to evaluate student performance based upon their level of achievement in meeting university defined competencies rather than grades earned in traditional courses. It will also enable admission offices to give these students equal consideration for admission to UW institutions.

It was agreed that this process would be introduced first on a limited, pilot basis. The CBA steering committee and six subcommittees developed competencies in English, foreign language, mathematics, science and social studies in May of 1994. The recommendations are contained in the document Competency-Based Admission: the Wisconsin Model.

The next stages, implementation and evaluation of the CBA, began last fall at several selected high schools. Funding for this pilot project is provided in part by a grant from the Fund for Improvement of Postsecondary Schools (FIPSE). The Core Training Group, the group overseeing the project, hopes to have admission competencies available for use by additional schools by the fall of 1996.

Questions about the project should be directed to Fran Garb; 203 Science Wing; UW-Stout; Menomonie, WI 54751; Phone 715-232-2559; FAX 715-232-2192; internet garbf@uwstout.edu.

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*Information from *CBA Communiqué*, Volume 1, February 1995.

> *There comes a moment when you have to stop revving up the car and shove it into gear.*
>
> *--David Mahoney*

Request for Integrated and Applied Resources

The project staff of the Integrated and Applied Curricula Project are in the process of collecting information for a data base of resources which will be made available to the sixteen Tech Prep Consortiums. Your input is needed. If you know of experienced people, curriculum guides, lesson plans, or other resources, please fill out the enclosed date-base resource form and mail to: Integrated and Applied Curricula Project, 218 Applied Arts Bldg., UW-Stout, Menomonie, WI 54751.

Summer Session Courses Offered

Seven School To Work courses will be offered at the University of Wisconsin-Stout this summer. Each course is one credit hour and runs for two full days. Interested parties should contact the instructors for more information about course content. To request registration materials, contact the Center for Vocational, Technical and Adult Education, 218 Applied Arts Building, UW-Stout, Menomonie, WI 54751, 715-232-1362, FAX 715-232-1985.

The seven courses are:

1. School To Work (STW)
2. STW--Integrated and Applied Curriculum
3. STW--Authentic Assessment
4. STW--Career Development
5. STW--Team Building
6. STW--Learning Styles and Multiple Intelligence
7. STW--Needs Assessment and Strategic Planning or Schools

For dates and instructors of these courses see page 4 of the newsletter.

> *Tell me and I'll forget;*
> *Show me and I may remember;*
> *Involve me and I'll understand.*
> *- Chinese Proverb*

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Route this Newsletter to: . . .

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___ Academic Teachers
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___ School Board Members

Upcoming Events

Event	Location and Date	Contact Person
Integrated and Applied Curricula Administrators' Workshop	May 4, 1995 Tomah Holiday Inn	Lorayne Baldus (715) 232-1395
Registration Deadline	May 30, 1995 Business and Industry Field Experience	Orville Nelson (715) 232-1362
Integrated/Applied Curricula Summer Conference	June 27-29, 1995 UW-Stout - Menomonie, WI	Julie Keown-Bomar (715) 232-2343
	Summer Session Courses	
School To Work (STW)	June 23 and 24, 1995	Duane Johnson (715) 232-1443
STW--Integrated and Applied Curriculum	June 16 and 17, 1995	Mike Galloy (715) 232-2163
STW--Authentic Assessment	July 7 and 8, 1995	Mike Galloy
STW--Career Development	June 30, July 1, 1995	Dennis Van Den Heuvel (715) 232-2252
STW--Team Building	July 14 and 15, 1995	Charlie Krueger (715) 232-1137
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144-05-02075

Integrated and Applied Curricula Resource Information

Please complete the following information as accurately and thoroughly as possible. The information will become part of our data base of resources which will be made available to each of the sixteen Tech Prep Consortiums. If you have any questions, contact Julie Keown-Bomar at (715) 232-2343. Print legibly or type the information.

1. Your Name ____

School Address: ____

____

____

Telephone Number: ____

Fax Number: ____

E-mail: ____

Best Time to Call: ____

What Tech Prep Consortium are you located in?____________________

2. Type of Resource (check all that apply):

______Integrated Curriculum materials, activity, lesson plans, etc.

______Applied Curriculum materials, lesson plans, etc.

______Authentic Tasks

______Authentic Assessment materials

______Resource person(s) who can consult with others in one or more methods. If this resource is checked, indicate who should be contacted for further information, and telephone number if different from above:

____

______Other (specify):____

3. Grade level(s) appropriate for the resource (check all that apply):

______K-8

______9

______10

______11

______12

______Technical College (grades 13-14)

______University level (grades 13-16)

(see other side)

List all disciplines directly involved with this resource (mathematics, history, science, etc.)

____

____

Describe the resource (material or people) that is available. If a resource person, indicate how the person can assist. . Also, provide an address and/or telephone number where the person can be contacted. Be precise in describing the resource as key words will be used to categorize the resource.

What format are the materials available in:

___ written format
___ computer data disk (List type of computer and program necessary to operate resource)
____
___ video format
___ film
___ other (specify)________________________________
Are the materials copyrighted? ______yes ______no

Please duplicate this form and complete for each resource that you and or others in your school system may have available for others.

Completed forms should be returned to Integrated/Applied Curricula Project, 218 Applied Arts Bldg., UW-Stout, Menomonie, WI 54751. Thank you!

Integrated/Applied Curricula Newsletter

Winter 1995

In This Issue...

- **The UW Plays a Vital Role in STW**
  Katharine C. Lyall, President of the UW-System, identifies four key responsibilities of the University in STW. They include competency-based admission standards, teacher and counselor education programs, transfer agreements, and assessment. See Dr. Lyall's article on this page for more detail.
- **Integrated/Applied Curriculum Project**
  Mike Galloy discusses several workshops planned for teacher educators, administrators, teachers and counselors. These include a series of special STW courses to be offered next summer. See page 2.
- **STW Needs Assessment System**
  A needs assessment package for STW is available through CVTAE. Survey instruments for teachers, students, graduates and employers are included. See article on page 2.
- **Business/Industry Experiences for Educators**
  Educators can obtain college credit for a variety of planned experiences in business and industry. For more information, see page 3.
- **Regional Workshops and Summer Conference Dates**
  Dates and sites for project workshops are given on page 4.

The UW Plays a Vital Role in 'School to Work'

By Katharine C. Lyall, President
University of Wisconsin System

"School to Work" has become one of the major focal points in American educational reform over the past several years, with ramifications beginning to be felt throughout the range of K-16 curricula. An enthusiastic Wisconsin approach to STW issues was heightened recently when a state-agency consortium was one of only eight nationally to share a federal award of implementation grants totalling $43 million. The state received $4.5 million this year with the prospect of an additional $20 million over the next four years.

While much of this initiative must be driven by a partnership of the K-12 schools through the Department of Public Instruction, the Wisconsin Technical College System, the Department of Industry, Labor and Human Relations and the state business community, the UW System has four key responsibilities:

- *Adopt competency-based admissions standards* so that students who elect "Tech Prep" or other options instead of tradition "college-track" coursework can be admitted to a UW institution.
- *Incorporate STW training in teaching and counselor education programs* to prepare future educators for their work.
- *Assure transfer articulation agreements with WTCS institutions* so students can move on to a UW System institution if desired.
- *Assess* how well students involved in STW initiatives succeed in their career choice, whether it be work, matriculation at a WTCS campus or at the UW.

Broadly speaking, STW is a new system - a focal point - of learning and teaching intended to bring occupational and academic learning together. It is based on the precept that all of tomorrow's students must have a higher level of training, and opportunities for continuing education.

Here's what we're doing in each area:

• Competency-based admissions

The Board of Regents approved adoption of the competency-based approach in June 1992. Since then, competency standards have been developed by UW faculty in consultation with K-12 schools, DPI and WTCS in math, English, social studies, science and foreign languages.

Eight Wisconsin high schools have agreed to pilot these new standards during the 1995-96 school year. Further, training and evaluation faculty and admissions personnel throughout the state, and

(continued on page 3)

Integrated and Applied Curriculum Project Report

Earlier this year, a needs assessment was sent out to determine what activities would be most helpful in moving integrated and applied curriculum activities forward. The results of that survey, and evaluations from previous workshops, were used to plan the following activities.

Teacher Educators Workshop. On January 26, 1995 a half-day workshop focusing on STW and integrated and applied activities was presented to this audience. The goal of the workshop was to increase the participants knowledge about STW and I & A so they would understand its impact on teacher education programs. John Benson, State Superintendent of Schools; Betty Brunelle, Assistant Director of WTCS and Katharine Lyall, President of the UW System keynoted the event. Overall, the planned activities were well received and follow-up activities are being conducted. The project staff hopes to continue dialog with this group.

School Administrators Workshop. One-day regional workshops will be conducted around the state for building and district administrators and curriculum specialists. The focus of these activities will be to have this group develop strategies to help teachers implement integrated and applied instruction. Opportunities and barriers from last years action plans will provide starting points for strategizing. Dates, times and locations can be found on the back page of this issue. Encourage your administrators to attend.

Summer Workshop. A summer workshop will again be conducted at UW-Stout for Integrated and Applied teams. This three day activity will be focused on two specific themes: (1) develop team building and facilitation skills, and (2) develop integrated and applied curriculum. Plans are to work from the action plans that were developed at last year's workshop. Dates and times can be found on the back of this issue.

Summer Workshops. A series of one credit workshops will be offered at UW-Stout on a Friday/ Saturday sequence this summer. Every scheduled weekend will contain a different topical area of School-to-Work. Scheduled topics include: School-to-Work, Integrated and Applied Curriculum, Authentic Assessment, STW Career Development, STW Team Building, Learning Styles and Multiple Intelligence, and STW Needs Assessment and Strategic Planning. Contact Mike Galloy for dates (715-232-2163).

STW Needs Assessment System

Center staff members have developed a needs assessment package for School-to-Work Transition Programs. This needs assessment system is based on the Wisconsin School-to-Work Needs Assessment Model. The survey instruments included in the package are designed to collect data related to each of the elements in the Wisconsin Model.

The Needs Assessment Manual provides step-by-step directions for conducting a needs assessment. A more detailed discussion of needs assessment and needs assessment techniques is also included. Survey instruments for students, staff members, graduates and employers are included in the manual. These instruments can be used to determine the status of your current program and identify areas of need.

The Center has software programs available to process the data from each of the surveys. These programs produce a summary of the responses and breakouts for relevant sub-groups. The output is placed in tables and can be directly used in reports. Technical assistance is available through the Center to assist in analyzing the results. For schools involved in the Integrated/Applied Curricula Project this year there is no charge for the data processing services for these instruments. School districts that are not involved in the Integrated/Applied Curricula Project may also use the needs assessment process and survey forms. Data processing is available to these schools on a cost recovery basis through the Center.

Participants in the Integrated/Applied Curricula Project Workshop last June at UW-Stout received a copy of the needs assessment paper. Copies of the revised survey instruments were forwarded to them at the end of January. Schools that are not involved in the Integrated/ Applied Curricula Project may obtain a copy of the Needs Assessment Manual for $15.00. Requests should be forward to the Center for Vocational, Technical and Adult Education at UW-Stout. Additional surveys are scheduled for development later this year. A survey for parents and another on school climate are in the planning stage.

Common sense is genius dressed in its working clothes.
– Ralph Waldo Emerson

teachers and staff from the pilot high schools will be supported by a three-year, $230,000 federal grant to the UW-System.

Since Wisconsin is recognized with Oregon as one of two national leaders in competency-based admissions, I recently described UW System efforts in this area on a nationally televised College Board panel.

• Teacher/counselor training

Allen Phelps, director of the UW-Madison Leadership Institute for School to Work Transition, and his staff have been providing in-service training for the past two years. Their conferences have drawn more than 2,000 participants from all over Wisconsin and the nation.

The UW System, in its Lateral Review of Teacher Education, is asking all colleges, schools and divisions of education to report how they plan to integrate STW concepts into the education curriculum. Subsequently, the UW System will write a master plan for teacher education that will address an external consultant's recommendation to integrate STW concept or add STW courses to the curriculum.

Additionally, five UW institutions are partners in a STW transition effort to provide in-service programs and credit course for current teachers.

• Articulation agreements

There are now 175 articulation agreements between UW System and WTCS institutions - up from 75 a year ago - that provide transfer opportunities for WTCS students who wish to earn a higher level degree. The number continues to grow.

A new computerized Transfer Information System (TIS) connects all UW System institutions and several WTCS institutions so that students and counselors can readily plan coursework with maximum transferability. Last year, 1,704 WTCS students transferred to the UW System and 2,474 UW students transferred to WTCS districts.

• Assessments

The UW Center on Education and Work has been contracted by the Tech-Prep State Management Team to formally evaluate how well STW participants do in whichever path they choose: directly into the workforce, WTCS, or the UW. Assessments will be done annually beginning with this academic year.

Summer Experience in Business/Industry for Educators

This summer UW-Stout will offer an opportunity for educators to acquire college credit for experiences in business and industry. A variety of activities in business and industry can qualify for credit in this field experience course. Educators can shadow employees, assist employees, or carry out a full work load. The experience must be supervised by someone in the company. Educators who participate in this course will need to find their own host companies.

This educational opportunity was planned for educators participating in the Integrated/Applied Curricula Project being conducted for the Wisconsin Department of Public Instruction and Wisconsin Technical College System Board. This experience will provide an opportunity for educators to see their disciplines applied in the work place. It will also provide an opportunity to identify authentic tasks that can be used in applying and integrating instruction.

This course is also open to educators who are not involved in the Integrated/Applied Curricula Project. For more information on the course requirements and registration procedures, contact Howard Lee at (715) 232-1251 or send a request for information to Howard. Address your request to Howard Lee, 115 Tech Wing, UW-Stout, Menomonie, WI 54751. (FAX: 715-232-1274)

Educators who enroll in this field experience will receive a handbook that will guide their activities. Participants will be asked to list a sample of tasks observed and identify how their disciplines relate to them. In addition, they will identify how they will use the information they have gained in changing their courses and/or programs.

UW-Stout also has internships and co-op courses available for those who will undertake major job responsibilities over a period of five weeks or more. Contact Howard Lee for more information.

The *Integrated/Applied Curricula Newsletter* is published four times per year. Funding for the Newsletter is through project funds originating with the Wisconsin Department of Public Instruction and the Wisconsin Technical College System. If you are not currently receiving the newsletter, and wish to, please contact project staff at (715) 232-1383 or mail/fax your request to: Integrated and Applied Curricula Project, 218 Applied Arts Bldg., UW-Stout, Menomonie, WI 54751. Our fax number is (715) 232-1985.

Route this Newsletter to:

___ Administrators
___ Academic Teachers
___ Vocational Teachers
___ Special Needs Staff
___ Guidance Counselors
___ School Board Members

Upcoming Events

Event	Location and Date	Contact Person
Four Regional Integrated and Applied Curricula Workshops targeted for district administrators or superintendents, high school principals and directors of curriculum from schools who have participated in the I/A project through UW-Stout and limited numbers of other school districts.	WITC, Rice Lake - February 28, 1995 FVTC (Bordini Center), Appleton - March 2, 1995 Holiday Inn-Southeast, Madison - March 7, 1995 Mariott Inn, Brookfield - March 8, 1995	Mike Galloy (715) 232-1382
Integrated/Applied Curricula Summer Conference	UW-Stout - June 27-29, 1995 Menomonie, WI	Mike Galloy (715) 232-1382

Integrated/Applied Curricula Project
Center for Vocational, Technical
and Adult Education
University of Wisconsin-Stout
218 Applied Arts Bldg.
Menomonie, WI 54751

144-05-02075

Integrated/Applied Curricula Newsletter Fall 1994

UW-STOUT'S INTEGRATED/APPLIED CURRICULA PROJECT-YEAR TWO

The Center for VTAE has received funding from the DPI and WTCS to continue the Integrated/Applied Curricula Project for the 1994-95 fiscal year. During this time period, some of the more important activities that project staff will be involved with will include: preparing and distributing a newsletter on integrated/ applied curricula activities; conducting technical assistance visits with each of the sixteen Tech Prep consortiums and/or schools within their consortium; conducting a series of regional workshops for district administrators/superintendents, high school principals, and directors of curriculum; developing a data base of integrated/applied resources (materials and people) taking place in Wisconsin schools; conducting a workshop for university teacher educators; and, holding a train-the-trainer conference at UW-Stout in June of 1995. This will be an exciting year as project staff continue to work with the trainers/mentors on integrated/ applied curricula activities.

YEAR ONE

Year One activities occurred during December, 1993-June, 1994. In February of 1994, two workshops were held to bring together more than 500 secondary and postsecondary educators who would be responsible for the initial development, implementation and assessment of the grade levels 11-14 integrated/applied curricula. Of this initial group, approximately 150 returned to UW-Stout in June of 1994 to attend a four-day conference to obtain information and training in areas that would assist them in becoming lead trainers or mentors in the development of integrated/applied curricula within their own district as well as serving as trainers or mentors for educators in other school districts. Some school districts sent a team to the conference while other districts chose to send one or two individuals. Educators who attended the conference were from a wide variety of academic and vocational disciplines. If you did not attend this conference, check with your Tech Prep Consortium Leader at your local Technical College to determine which schools and individuals in your consortium participated in the conference. These people can be a good resource for additional information pertaining to the integrated and applied curricula process.

REGIONAL WORKSHOPS PLANNED

The Integrated and Applied Curricula trainers have indicated that their administrators need to "buy into" this concept, both in terms of providing staff development time and/or money. In response to this need, the project will conduct four regional workshops and get more information on the integrated and applied curricula process into the hands of your administration. In February of 1995, we will be holding four regional workshops. They will be one-day in length. These workshops are intended for district administrators or superintendents, high school principals, and directors of curriculum. Each participating school system will be invited to send a maximum of three individuals. We realize that smaller school systems may not be able to release this number of individuals, and we realize the larger school systems may have more than one high school principal. Therefore, exceptions will be allowed with project staff approval. Information on the exact dates and locations will be sent to the appropriate individuals in the participating schools in the coming months. Please encourage your administration and/or curriculum director to attend when they have received the registration information.

NEW COURSE OFFERINGS PLANNED

Plans are underway to develop a series of one-credit courses at UW-Stout that are related to Integrated and Applied Curricula development. Each course will require 14 hours of classroom instruction and will be scheduled for a Friday-Saturday time period, or other times depending on need. Courses being planned include: Overview of School-to-Work; Work-Based Learning; Developing Authentic Tasks; Developing Authentic/ Integrated/Applied Curriculum; Authentic Assessment; Facilileading/Team Building; Change Strategies - "Integrated Change"; Career Majors; and, Learning Styles. More information on these courses will be made available as the courses are developed.

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ROBIN FOGARTY WORKSHOP

On September 29-30, approximately 110 secondary and postsecondary educators attended an Integrate the Curricula workshop sponsored by DPI. A needs assessment questionnaire, mailed from our center to integrated and applied curricula trainers in October, indicated that this workshop was a very informative and worthwhile experience. IRI/Skylight Publishing, whom Robin Fogarty is associated with, has a catalog of materials which can be purchased and a listing of the types of training offered. To obtain a catalog, call their toll-free number: 1-800-348-4474. They have materials on: multiple intelligences, cooperative learning, critical/creative thinking, constructivist education, integrated learning, assessment, school restructuring, and, middle school.

SECONDARY SCHOOL DISTRICTS OFFERED SCHOOL-TO-WORK NEEDS ASSESSMENT SURVEYS/PROCESSING

Secondary school districts who sent educators to the June 1994 Integrated and Applied Curricula Summer Conference at UW-Stout have the opportunity to receive school-to-work needs assessment surveys as well as have the surveys data processed --without any cost to the school district.

What is the CATCH? There is no catch. All you need do is contact us. We will provide you with more details. We are completing the design of the surveys right now. When they have been completed, we will send the contact person in your school a set of the surveys. You make copies of the surveys you want to have completed. When you have the surveys completed, send them to us. We will enter them into our computer. The surveys will be analyzed according to several of the items on the surveys. The survey results will be printed and returned to you. If you have used our Center for any processing of vocational surveys (when we had the Secondary Vocational Education Program Evaluation Project), you know the types of printouts you can receive.

When does the surveying need to be completed? We anticipate the surveys being made available to all participating schools by February of 1995. Surveying must be completed by your school district during the period February - April 15, 1995 (no later). This gives us time to enter the data for all of the surveys and have them ready for the summer conference. Additional follow-up information will be sent to you as it becomes available.

SUMMER INTERNSHIPS IN BUSINESS/ INDUSTRY FOR PARTICIPANTS IN THE INTEGRATED/APPLIED CURRICULA PROJECT

An important part of the integrated and applied curricula process is for educators to go out into business and industry, observe the tasks that are occurring in the jobs, write authentic tasks, and then have representatives from business and industry verify the tasks for authenticity. To assist educators in this process, UW-Stout will offer a summer internship course for educators.

Purpose: To have teachers in secondary and postsecondary programs interact with people in business and industry to identify authentic tasks and the characteristics of the environment within which these tasks are carried out. The participants would be provided a framework they can use to identify and analyze these tasks so that the information and experiences can be linked to their curriculum and teaching activities.

Overview of the Process: Teachers would spend at least two weeks in one or more companies to shadow workers and identify authentic tasks. During this process they would also look for the types of inputs workers use as they carry out their tasks. In addition, they would determine the types of information and problem solving skills used in completing the tasks. Desired performance levels would also be identified. In order to do this effectively, the teacher should stay in one company at least a week in order to obtain a good feel for the environment and the types of tasks done by a set of workers. This would also hold true concerning shifting from department to department. Spending too short of a time in an area would not allow the teacher to obtain a good grasp of the nature of the tasks and the types of competencies required to complete them.

Some of the conditions and responsibilities of the internships remain to be worked out. Once it has been determined who and how businesses and industries will be identified, the integrated and applied curricula participants will then need to develop their own arrangements with one or more companies to do a two-week

DATES TO REMEMBER

June 20-22, 1995: Integrated/Applied Summer Conference at UW-Stout

(Summer Internships continued)
internship within the company. They would also be responsible for going to the work site during the two-week internship and collecting the information needed. At the end of the two-week internship they would write a report which would present a list of the authentic tasks identified. In addition, the report would select one task and break it apart to identify they types of information, skills and problem-solving activities needed to carry it out. The teacher would also identify how this task could be utilized in his/her classroom and for an integrated activity that cuts across several disciplines.

The Integrated/Applied Curricula project staff will be working out the arrangements for the internships in the coming months. The enrollment period for the Summer Internship will be June, 1995. If a participant in the project needs more time to complete the internship, an in-progress can taken with the internship being completed in July and August. UW-Stout will grant two graduate credits for the two week summer internship, provided the participant spends two weeks (full-time) in a business or industry, completes the written report required for the course, and pays the segregated student fee, which is estimated to be between $35-40. Individuals other than those who participated in the June 1994 Summer Conference can register for the Summer Internship course; however, these individuals must pay the full tuition cost. Completed work will also be considered for inclusion in the resource data base being developed by project staff. If a participant wants to and is able to work for more than two weeks, that is up to him/her and the business/industry. The work can be paid or non-paid by the employer.

REQUEST FOR ARTICLES

If you would like to submit an article related to integrated and applied curricula activities in an upcoming issue, please forward this to project staff. Our next issue will be coming out sometime in late December and we will need the information no later than December 15. If you have scheduled a workshop or other meetings that would be open to other individuals from throughout Wisconsin, these can be announced in the newsletter. Finally, if you know of some good integrated/applied resources and want to share information, mailing address, etc., we can include it in the newsletter. Information can be faxed to us at 715-232-1985.

NEEDS ASSESSMENT SURVEY

A needs assessment survey will be mailed to participants from the Summer Conference in the coming months. This survey is being developed based in part from the questionnaire completed by you in September/October. This information will be data analyzed and provided to your Tech Prep Consortium Leader for your local Technical College District. The information will be useful as they plan staff development activities and training related to integrated/applied curricula. Please complete the survey and return to us in a timely manner. The more we receive, the more accurate the findings will be for our project and for your Tech Prep Consortium Leader. If members of your Integrated/Applied Curricula School team did not attend the Summer Conference, they can still complete the survey. When you receive a copy (as a participant), xerox the survey and have your other members complete it. We will be able to distinguish participants from nonparticipants according to one of the questions asked on the survey.

RESOURCE DOCUMENT

The Office of School to Work at the Department of Public Instruction has printed a publication titled "Selected Offerings for Integrated and Applied Curriculum Development: A Resource Document". The intended purpose of this resource document is to help teachers, directors of curriculum, counselors, and others who are involved in developing curriculum for secondary staff through the Tech Prep Initiative. The Annual Tech Prep Report (PI-8101) is summarized in the document. The Office of School to Work has also tried to make the resource document as "user friendly" as possible. Readers will find curriculum in the following four categories: Integrated Course, Applied Courses, Career/Work-Based Learning, and, Occupational Specific Courses. An effort was made to place the courses within a content discipline. Further, the document has listed the integrated and applied curriculum by the Tech Prep Consortium in which the school district is located. Finally, there is a listing of Tech Prep Coordinators/Liaisons and their phone numbers within individual districts and the Tech Prep Coordinators at the Technical College level and their phone numbers. Contact the Office of School to Work at the Wisconsin Department of Public Instruction for further information regarding the document and for obtaining a copy.

Route this Newsletter to:

___Administrators
___Academic Teachers
___Vocational Teachers
___Special Needs Staff
___Guidance Counselors
___School Board Members

Upcoming Events

Date	Event	Location	Contact Person
~~February 2, 1995~~	Integrated/Applied Curricula Workshop targeted for university teacher educators.	Madison, WI Site to be determined.	Alan Gilbertson (715) 232-1383
February, 1995	Four Regional Integrated and Applied Curricula Workshops targeted for district administrators or superintendents, high school principals and directors of curriculum from schools who have participated in the I/A project through UW-Stout and limited numbers of other school districts.	Sites/dates to be determined. Registration information will be mailed to schools in early December.	Alan Gilbertson or Mike Galloy (715) 232-1383
June 20-22, 1995	Integrated/Applied Curricula Summer Conference. Train the Trainer Conference	University of WI-Stout. Menomonie, WI	Alan Gilbertson or Mike Galloy (715) 232-1383

Integrated/Applied Curricula Project
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University of Wisconsin-Stout
218 Applied Arts Bldg.
Menomonie, WI 54751

144-05-02075

STOUT
UNIVERSITY OF WISCONSIN

Appendix E

Integrated and Applied Curricula Database

NAME
Catherine Chew

SITE
Madison Area Technical College

ADDRESS
211 North Carroll ST.

CITY
Madison

STATE
WI

ZIP
53703

TELEPHONE
608-258-2401

EMAIL
daz8231@madison.tec.wi

FAX
608-258-2339

CALL
8-5

CONSORTIUM
MATC

GRADES
K-14

DISCIPLINE
art, workplace skills, English, communication, FACE, math, science, etc.

ACTIVITY
This document is a compilation of curricular changes in MATC's Tech/Prep consortium and schools.

RESOURCE
integrated and applied curriculum

CONTACT
Catherine Chew

PHONE
608-258-2401

FORMAT
document

COPYRIGHT
no

Integrated and Applied Curricula Database

NAME
Inger, Morton

SITE
National Center for Research in Vocation Educa

ADDRESS
1995 University Ave, Suite 375

CITY
Berkeley

STATE
CA

ZIP
94704

TELEPHONE

EMAIL

FAX

CALL

CONSORTIUM

GRADES

DISCIPLINE

ACTIVITY
"Teacher Collaboration in Secondary Schools." Centerfocus Number 2. pub date 1993. Twelve specific recommendations to encourage teacher collaboration are listed.

RESOURCE
team teaching, integrated curricula, teacher collaboration

CONTACT

PHONE

FORMAT
document

COPYRIGHT
yes

Integrated and Applied Curricula Database

NAME	Blank, William, Scaglione, Janet
SITE	Div. of Voc., Adult, and Community Ed.
ADDRESS	Florida Education Center
CITY	Tallahassee
STATE	FL 32399-0400
ZIP	32399
TELEPHONE	904-488-0400
EMAIL	
FAX	
CALL	
CONSORTIUM	
GRADES	
DISCIPLINE	
ACTIVITY	"Integrating Academic and Vocational Education: Implementation Guide." Provides practical help to teachers and administrators in integrated academic and vocational instruction.
RESOURCE	integrated and applied curricula, team teaching, applied academics, integration resources.
CONTACT	Div. of Voc., Adult, and Comm. Ed., Florida Education Center, Tallahassee, FL 32399-0400. Order # GE306BK92.
PHONE	
FORMAT	document
COPYRIGHT	yes

Appendix F

Training Agreement

Due August 1, 1995

Name of Teacher: Marilyn L. Teske

Name of School: Rib Lake High School

Principal: Tom Kopecky Phone Number: 715-427-3226

Address of School: 1200 North Street

Home Address of Teacher: 15449 State Hwy 107 Hamburg WI 54411

Home Phone: 715-536-9272

Name of Firm: Wausau Insurance Companies

Address of Firm: P.O. Box 8017 Wausau WI 54402-8017

Occupational Title: Office Applications Associate

Occupational Specialist:

Supervisor: Linda Valiska Phone Number: 715-842-6133

The firm agrees to cooperate with the teacher and offer a program which consists of shadowing, and/or limited task performance (if desired) and access (interview) to worker (occupational specialist) and supervisor named above. The main purpose of this field experience for the teacher is to learn the requirements of an occupation and to identify typical tasks performed in the occupation. It is hoped that these tasks will be transposed into curriculum within the teacher's home school.

The teacher agrees to abide by the Wisconsin Department of Industry, Labor and Human Relations and the U.S. Department of Labor rules and regulations when applicable.

The teacher agrees to shadow a worker(s) and/or perform to the best of their ability all tasks negotiated between the worker and the supervisor and to conform to all rules and policies of the location. The teacher expects no special privileges, and agrees to be on the job every day for 40 hours as noted.

The work schedule will be from 8 a.m ~~June 19~~ to 4:30 ~~June 23~~, Monday through Friday, from June 19, 1995, to June 23, 1995. In general, the teacher must spend 40 hours of shadowing, and/or limited work for the field experience.

Marilyn L Teske
(Teacher's Signature)

Linda M. Valiska
(Employer's Signature)

Daily Journal

Date: June 19, 1995 Hours of Field Experience: 8

I met with my site coordinator, Linda Valiska, who is a team development supervisor for the corporate office at Wausau Insurance Company. We went over the Training Agreement and decided more specifically what my experiences would include over the following week. I was introduced to some key personnel, including her supervisor, Mr. Steve Zeinemann, Director of Support Services. I also met Tina Rampart Miller who is the team development supervisor for the divisional office. Tina and Linda both took this opportunity to stress the importance of students achieving high levels of keyboarding speed and accuracy. They feel that too much emphasis has been placed on learning lots of different software at the expense of good, old-fashioned skill development. They feel that a minimum of 55 wpm for five minutes with eight or less errors is essential for employment in a word processing capacity. Since they provide a seven week training session for new hires, they can teach software. But students are lacking in basic keyboarding skill.

I was then introduced to Diane Kucirek who is a member of a "corporate team." As a member of a team of people responsible for serving a group of word originators, one of her main tasks at this time is proofreading. She showed me a huge stack of papers that she had proofread and marked for correction. Her reaction is that students are not getting enough grammar and punctuation emphasis in schools. She also says that the attitude of the young worker leaves much to be desired. They do not understand the need for high quality work and seem to be satisfied with documents that contain errors. They are unwilling to look up items in a reference manual and prefer to guess. I think that to perform her job requires a great deal of knowledge, but also a great deal of persistence and attention to detail. It may be easy to just let errors slide, but quality really should not be compromised, and she realizes that. The document she uses to record employee errors could be a valuable resource in the classroom.

I was given a tour of the corporate and divisional office applications centers. The divisional center is phasing in teams for each division. This is a new approach, and employees will receive training in "soft skills" which will facilitate their ability to function as a team and take over not one but all the rolls in the team at one time or another. This requires great flexibility on the part of the workers, and a willingness to learn everyone's responsibilities, not just your own. This should produce more well-rounded, capable workers, with greater productivity, which is the ultimate goal

I also observed Lori Byrd in the afternoon. She is not in the centralized Office Applications areas, but is located in the Human Resources site providing support in that immediate area. It was here where I was actually allowed to get some work experience. She showed me how to access a shell document, enter the appropriate addresses, process the letter, proofread it, use the word processing reference manual, spell check it, and print it out. I did two letters with her assistance. I found out how important the things that I am teaching really are, and what types of things I should place more emphasis on.

Daily Journal

Date: June 20, 1995 Hours of Field Experience: 8

I spent the first part of the morning with Tina Rampart Miller (Team Development Facilitator) discussing her job responsibilities. We identified many of the tasks that she does on a regular basis and discussed how she anticipated her role would change as the teams she was facilitating became more and more self-sufficient. One of her responsibilities is to meet with teams to help them iron out problems such as team members who come in late, bossy team members, dealing with the quantity of work, team members who are not pulling their load, cliques within the team.

We also spent time discussing the company's organizational chart and where Support Services fit it. She showed me how several levels of management had been eliminated. One of the outcomes of this is the team structure in Support Services.

Other responsibilities of hers include budgeting, measuring and evaluating productivity, sending out daily status reports to divisional offices, developing charge-back systems, developing procedures for how work will get done, evening out workflow, evaluating employees, scheduling training for associates as needed, and sending a daily status report via E-Mail (SYSM) to each divisional office so they know how rapidly their documents are being handled. One of her current projects is to figure out how to provide direct support for telecommuters who lack office application skills.

She then took me to the Divisional Office Applications Center where I was introduced to Jeannie Amelse, an office application associate. Jeannie is the team leader for the western division this week, so I got to observe the tasks of a team leader. She prints out all the jobs that have to be processed that day from the Digi-System, including rush items. Team members then begin working together to see that all documents get processed in compliance with the Service Level Agreement they have with their division. She sent all of the documents they processed back to the divisional offices via E-Mail using LotusNote Mail. She also planned the agenda for the team meeting tomorrow, keyed it, and distributed it. The team leader is also responsible for getting the status report to Tina the first thing every day.

I then observed Vicki Ellias, who is also on the western team. We discussed the pros and cons of the team organization. She then processed a long memo, in the form of a report, from the Digi-System. I took some time to look over some of the documents that were to be proofread.

In the afternoon, I processed one short memo and one longer memo off the Digi-System for the western team. I was shown how to use the Digi-System, the Soft Solutions software for storing and retrieving documents, and used Word Perfect to process the documents. I printed them and proofed them.

Date: June 21, 1995 Hours of Field Experience: 8

Today I spent the morning with Gail Weise, an Office Application Services Associate who works primarily on "specialty documents." These are usually longer projects that enter the center in handwritten, rough-draft form, and require advanced formatting techniques that cannot be addressed with shell documents. Gail is an experienced worker in this area, and was recently cross trained on the Digi-System so she can also transcribe and send Sysms for authors who prefer to dictate them. Work in "specialty documents" requires a broad background in document formatting, as well as the ability to find and correct errors made by authors. I observed her as she keyed a Loss Control Guide (from a shell), processed a work request, keyed an Individual Development Plan (from a shell), and keyed and sent Sysms from the Digi-System.

In the afternoon, I worked with Diane Kucirik, who is responsible for a lot of proofreading. All documents of new employees are carefully proofread by someone who has experience and expertise in Office Applications. The proofreader listens to the original dictation and checks the hard copy of the document. I got on the Digi-System and did some proofreading. I looked for and found many of the same types of things I look for when correcting students' homework. This center follows the rules from the GREGG Office Manual. Every trainee goes through a GREGG course before getting on the floor, and letters are checked according to these rules. After a worker starts turning in consistently good work, they are allowed to send out documents without having them proofread. This quality control is missing in smaller offices, where the author is the only other person to read a document before signing it and sending it out. Workers in this environment are actually helped to improve their skills. Such help is not available in the traditional or small office.

Date: June 22, 1995 Hours of Field Experience: 8

Today, Diane had me key a memo from the Digi-System using a shell document. By using the procedures manual and various office directories, I completed the memo and printed it out. There sure is a lot to remember, even for such a simple task. The sheer size of the organization involves complicated mail codes, author codes, chargeback codes, transcriber codes, document storage codes, etc. on every document. I can easily see why this seven-week training session for new hirees is essential.

After that I worked with Arlene Beyer, another OASA who also works primarily on "specialty documents." She sets up documents that require complicated tables, flow charts, forms, etc. Her current project is creating a user director for the OAS department. She is revising and expanding the current one, and adding several categories of information. She showed me samples of the types of documents she does, and also spent time showing me some of the lesser-known features of WordPerfect. She feels that creativity, experience, and logical thinking are key aspects of her job.

In the afternoon, I was allowed to sit in on the training session now in its third week. The topic this afternoon was guide letters. I observed one trainee as we were walked through the procedure for accessing guide letters and sending them to the printer. A guide letter is a form letter with places to enter variable addresses and dates. We processed three or four of these guide letters in the afternoon. Then the instructors returned some of the work to the trainees that had been turned in yesterday. They then had to make corrections and resubmit their letters.

At the end of the day, I asked if I could go down to the Human Resources department and find out about the typing test the trainees had to take when they applied for the job. They are given a two minute warm-up timing, and then a five minute graded timing. The timing is evaluated in terms of speed and percent of accuracy. Tina Rampart Miller says she would consider a good timing to be one that has a 90 percent accuracy or better. I believe this would be eight to ten errors on a five minute timing. She also looks for speeds of at least 50 to 55 words per minute.

Date: June 23, 1995 Hours of Field Experience: 8

Today I transcribed another memo using the Digi-System. Then I did more proofreading for Dianne. There is a lot of proofreading that needs to be done because some of the people who have been there for a while still have not improved (or are not trying, or don't care) enough to be taken off of proofreading. This proofreading and returning for corrections is really slowing down production and turnaround time in the corporate unit. Diane is very concerned about what is going to happen when this current round of 26 trainees enter the production process. She is now spending a vast amount of her time answering questions and proofreading and does not know how it will all get done in the future. There seems to be a lot of office politics going on. People who should be willing to take up some slack with the proofreading are unwilling to do so (because it isn't part of their job). I intend to contact Diane in the future to see how things are turning out.

Then I returned to the training session. The trainees were processing guide letters again this morning. I checked papers that had been resubmitted by the trainees to see if they had corrected the errors that had been marked on their original papers. I saw the same things from these trainees that I saw in my own classes. Sometimes even after you point out the errors, mark them in red, and circle them, they still can't manage to correct them because they are in too big of a hurry and are careless.

In the afternoon, they broke the class into teams of three. Each team was given 54 guide letters of different types. The team that had the most amount of correct letters would win the contest.

Later that afternoon, Steve Zeinemann took me over to the records management department. They use color coding, terminal digit filing, and bar-coding to file and retrieve policy folders. They use a two period transfer system. Files for the past three years are kept in the department. Every year, they transfer a set to a storage location where the old files are micofilmed. They recently reorganized the records management department. To conserve space and keep equipment costs low, they went to an open-shelf file system. By doing this, they were able to handle a larger volume of records more efficiently (because open shelves are easier to access) and could do so with fewer people. They also saved valuable floor space because of the open shelving (no drawer-pull space, and higher stacking ability) and valuable storage space because of the microfilming. If I had another week, I would like to spend it in the records management department learning how a large corporation maintains and distributes files in a centralized area.

Task Listing

I have indicated where these tasks will be taught in my curriculum using the following abbreviations: KDP - Keyboarding and Document Processing, BP - Business Procedures, SW - Speedwriting

1. Use word processing software to produce documents from a hard copy using a shell - KDP, BP

Knowledge and skills required:	Log on to system Word Perfect software commands

2. Key letter from rough draft using shell documents (KDP, BP, SW)

Knowledge and skills required:	Fast, accurate keyboarding skill Word Perfect software commands necessary to retrieve shell documents Postal Regulations Grammar Punctuation Number Expression Capitalization Document formatting ALL letter parts Run Spellchecker

3. Proofread documents (KDP, BP, SW)

Knowledge and skills required:	Use Office Manual Use Gregg Reference Manual Use various references such as zip code directories, atlases, etc. Use Digi-Transcription Equipment to review other worker's documents as dictated
Attitude	Pride in work-conscious of company's image

4. Record worker errors on Proofreading Reports (BP)

Knowledge and skills required:	Fill in forms Categorize errors
Attitude:	Strive for excellence

5. Return documents needing corrections to workers (BP)

Knowledge and skills required:	Tact Teaching Reference Manuals
Attitude required:	Remember we are dealing with people Offer suggestions and encouragement

6. Store documents for future use (KDP, BP)

Knowledge and skills required: Follow procedures and use codes as instructed in the Office Manual

7. Print documents (KDP, BP, SW)

Knowledge and skills required: Run the print macros to that addresses appear in the proper position for window envelopes

8. Meet Service Level Agreement (BP)

Attitude required: Willingness to come early or stay late in order to complete assigned documents within the established turnaround time of one day for rush documents or three days for routine documents.

9. Maintain Daily Log Sheet for charge-back purposes and production record (BP)

Knowledge and skill: Fill in forms accurately
Attitude required: Careful attention to detail
Conscientiousness

10. Maintain Weekly Time Record (BP)

Knowledge and skill: Keep track and record sick days, overtime, business meetings, time spent doing work for other teams, and time credit (time spent doing things other than processing documents)
Attitudes: Careful attention to detail, honesty, accuracy

11. Facilitate team development (BP)

Knowledge and skill: Group Dynamics
Leadership and managerial skills
Attitudes: Must have empathy and people skills

12. Compile Daily Status Reports from all divisions (BP)

Knowledge and skill Have a procedure for collecting and disseminating pertinent information on a routine basis
Attitude Desire to serve the divisions well. Have a pro-active instead of a re-active mentality to stay ahead of demand.

13. Complete the team's daily status report (BP,)

Knowledge and skill Understand the office procedures to determine what still needs to be completed and the number of hours it will take to complete it.
Attitude Careful attention to detail, accuracy, thoroughness

14. E-Mail documents using LotusNotes Mail (KDP, BP)

Knowledge and skill: Know LotusNotes
Know divisional personnel all over country

15. Use machine transcription equipment

Knowledge and skill	Know the Digi-Machine Transcription Equipment
Attitude	Ability to set and concentrate for long periods of time

16. Key a multi-page memo/report from dictation (KDP, BP)

Knowledge and Skill:	Fast, accurate keyboarding skill Digi-System Word Perfect software commands necessary to retrieve shell documents Use Company Divisional Directories for names and titles Grammar Punctuation Number Expression Capitalization Report formatting software commands Second page header Run Spell checker Save document on SoftSolutions Software Run the print Macro

17. Process Incoming Mail (BP)

Knowledge and Skill:	Verify, Date stamp, file, record

18. Prepare Interoffice Envelopes for outgoing mail (KDP, BP)

Knowledge and Skill	Know all company personnel and titles

19. Print out jobs from Digi-System and print priority jobs for your team for the day (BP)

Knowledge and Skill	Digi-System and printing procedure
Attitude	Take responsibility for finding out what your team needs to accomplish for that day and make sure that it gets done.

20. Set Agenda for team meeting (and Key and Distribute it) (BP)

Knowledge and Skill	Assemble topics to be covered at meeting by talking to team members. Decide what issues need to be addressed WordPerfect Software Compose a document from scratch Make formatting decisions
Attitude	Show respect for topics the team members feel are important and address their needs as well as your own.

21. Dress appropriately (BP. SW)

Knowledge and Skill	No shorts or skorts, tennis shoes, T-shirts, jeans, sweatshirts, and nothing with writing on it
Attitude	Pride in yourself and in the company you work for

22. Find and Correct undetected errors in handwritten and dictated materials (KDP, BP, SW)

Knowledge and Skill	Common sense - Read for meaning and understanding Experience
Attitude	It is MY responsibility to find errors and correct errors from authors, it is what I get paid to do

23. Insert missing words into documents (KDP, BP, SW)

Knowledge and Skill	Common sense - use the context of the paragraph to help you Use a thesaurus
Attitude	Take the time to look things up and think

24. Format addresses (KDP, BP, SW)

Knowledge and Skill	Know the parts of an address Know the postal regulations Follow company guidelines

25. Process work request (BP)

Knowledge and Skill	Ability to read and follow written instructions
Attitude	Don't skip anything!

26. Improve format of existing or rough-draft documents (KDP, BP)

Knowledge and Skill	Know generally acceptable formats for paragraphs, special paragraph format, bullets, headings, tabs_
Attitude	Realize that people are depending on you to be in expert in formatting

27. Key an Individual Development Plan

Knowledge and Skill	Use WordPerfect and shell documents
Attitude	Maintain confidentiality

28. Transcribe a memo from the Digi-System using a memo shell (BP, SW)

Knowledge and Skill	Machine Transcription Fast, accurate keyboarding skill Digi-System Word Perfect software commands necessary to retrieve shell documents Use Company Divisional Directories for names and titles Grammar Punctuation

	Number Expression Capitalization Run Spell checker Run the print Macro
Attitude	Ability to remain focused on your work for extended periods of time.

29. Compose a table or enter a table from rough draft (KDP, BP)

Knowledge and Skill	Word Perfect Experience and Practice Creativity Knowledge of generally acceptable formatting Identify logical groupings for column arrangement and placement

30. Process guide letters (BP)

Knowledge and Skill	WordPerfect, Digi-System Knowledge of how to access all guide letters Format addresses and variable letter parts Print Macros
Attitude	Willingness to handle repetitive documents

Action Plan
Due August 1, 1995

Develop objectives relating to the tasks identified from your field experience and your plan to implement them in your program / course in your own setting. If you plan to work with someone from another school on the implementation, please note their names and titles. *** It may be best to select several tasks that may be grouped together for curriculum implementation. Depending on the level you are teaching at, you may want to address the prerequisite knowledge required to do the task. Please note that KDP = Keyboarding & Doc. Pro., BP = Business Procedures, SW = Speedwriting.

Objectives	Responsibilities	Timeline
Be able to use Postal Regulations to properly format envelope addresses	Secure resource copies of the POSTAL ADDRESSING STANDARDS. Develop worksheets to apply the standards to. Integrate these postal addressing standards into all letter formatting activities beginning in KDP, and continuing in BP and SW.	Begin this in KDP this year and in BP. This year students in both KDP and BP will use the same activities. In the future, BP students will be given advanced problems beyond what they get in KDP this year.
Become a productive member of an office-style team	In BP, I will organize the class into production teams when we are working on our practice set. In the last packet, they will be graded as a team. During this packet, each team will designate a proofreader each day. That person is responsible for quality control. The team with the most amount of correctly formatted documents will receive the highest grade.	This will be done this year in BP

*** Since I do NOT plan to work with someone from another school, I have eliminated the column "Persons Involved."

Learn to give and take constructive criticism	Discuss constructive criticism and how our comments may affect the receiver On certain assignments have students critique each others work	In KDP and BP this year
Learn to thoroughly proofread documents before submitting	Develop list of proofreading errors most commonly found. Have students categorize errors on the list each time papers are returned to them. Look for a pattern. Assign grades for proofreading based on the number and types of errors still being made at the end of the grading period.	This year in KDP and BP
Compose and format an agenda	In BP we will schedule a 15 minute "class meeting" once a week. Groups of 2 will plan the meeting and submit an agenda. They can plan a related game or topic of discussion. - it is their 15 minute meeting.	This year in BP
Learn to use shell documents	Modify assignments in second semester KDP to show how using a shell document can save time and make letter formatting easier.	This year in KDP
Produce documents using Machine Transcription as a source of the variable information for shell documents	In BP I will modify some of the tasks in our practice set to incorporate the use of shell documents. I will also have to dictate the tapes that contain the variable information that go in the shell documents	This year in BP

Learn to use an office manual	Use the study sheets that accompany the South Western Office manual to teach BP students the information in the manual Allow students unlimited use of the manual when preparing documents to be graded. On certain assignments I will require students to locate the sections in the manual which explain the reasons for their errors.	This year in BP
Learn to use other office references	Secure room copies of zip code directories, phone books, atlases, style books. Require students to look up answers in the appropriate resource.	This year in BP
Learn proper office dress policies	Designate one day a month as office dress day. We can use that opportunity to discuss what may and may not be appropriate in different types of businesses.	This year in BP
Store documents using an established code and be able to retrieve them quickly	Assign students their folders on the computer network. Show them how to open file folders and name them. Explain the code that must be used to store each document so that they and myself can retrieve documents efficiently	This year in BP and KDP
Maintain daily production log	Create a production log similar to what was used at Wausau Insurance Companies. Integrate this into the practice set so they will know how long it took them to prepare, key, proofread, etc each type of document and packet.	This year in BP

Learn how E-Mail can be used for more than just internal messaging	Discuss how WIC uses E-Mail to send processed documents back to its divisional offices	This year in BP
Learn how to process incoming mail	Prepare discussion on various techniques used in offices today Develop a handout	This year in BP
Learn how to address company mail envelopes	Prepare a sample company directory and have students address company mail envelopes	This year in BP and KDP
Learn how to process and follow through on a work request	Develop a work request form similar to the one at WIC Develop assignments that can be distributed on a work request Discuss the importance of following all written instructions	This year in BP
Improve format of existing or rough-draft documents	Develop discussion on how to improve letters, reports, and tables. Develop unmarked documents that are OK but could be improved by proper formatting. Have students re-key them and improve them	This year in KDP and BP
Process guide letters	Develop letter processing assignments that use form letters.	This year in KDP and BP

Field to Work Experience

Instructor
Howard Lee

Linda Wandtke
9307 South 35th Street
Franklin, WI 53132
(414)761-3642

Evaluation

Your field experience will be evaluated by the university instructor by reviewing your training agreement, daily log, tasks identified and action plan. The following criteria will be used:

Evaluation Criteria

		Yes	No
1.	Training Agreement		
	Filled out and turned in	1	0
2.	Daily Log		
	Date and hours indicated	1	0
	Explains what was observed	1	0
	Explains who was observed	1	0
	Indicates interaction with supervisor	1	0
3.	Task Listing		
	Task begins with a hard verb	1	0
	Objective identified in task		
	Knowledge and skill noted	1	0
	Attitudes (affective) noted	1	0
	Course/curriculum area noted	1	0
4.	Action Plan		
	Objectives identified	1	0
	Who will be involved noted	1	0
	Which program/course noted	1	0
	Timeline noted	1	0

Total Points ______

Grades will be assigned based on the following points:

14 Points = A
12-13 Points = B
10=11 Points = C
8-9 Points = D
Below 7 Points = F

Training Agreement

Due August 1, 1995

Name of Teacher: Linda Wandtke

Name of School: Elm Dale School

Principal: Linda Wandtke Phone Number: 281-7100

Address of School: 5300 S. Honey Creek Dr. Greenfield, WI 53221

Home Address of Teacher: 9307 S. 35th St. Franklin, WI 53132

Home Phone: 761-3642

Name of Firm: State Financial Bank

Address of Firm: 4811 S. 76th St. Greenfield WI

Occupational Title: Sr. Vice-President

Occupational Specialist: Commercial loan Banker

Supervisor: Tom Lilly Phone Number: 281-2500

The firm agrees to cooperate with the teacher and offer a program which consists of shadowing, and/or limited task performance (if desired) and access (interview) to worker (occupational specialist) and supervisor named above. The main purpose of this field experience for the teacher is to learn the requirements of an occupation and to identify typical tasks performed in the occupation. It is hoped that these tasks will be transposed into curriculum within the teacher's home school.

The teacher agrees to abide by the Wisconsin Department of Industry, Labor and Human Relations and the U.S. Department of Labor rules and regulations when applicable.

The teacher agrees to shadow a worker(s) and/or perform to the best of their ability all tasks negotiated between the worker and the supervisor and to conform to all rules and policies of the location. The teacher expects no special privileges, and agrees to be on the job every day for 40 hours as noted.

The work schedule will be from 8:45 a.m. to 5:00 pm, Monday through Friday, from 6-19, 1995, to 6-23, 1995. In general, the teacher must spend 40 hours of shadowing, and/or limited work for the field experience.

L Wandtke
(Teacher's Signature)

Thomas [illegible] SVP
(Employer's Signature)

Daily Journal

Due August 1, 1995

As part of the field experience, you are required to keep a daily journal of what and who you observe. The kinds of knowledge, skills and attitudes you feel workers must have to perform their daily tasks should also be noted.

Date June 19, 1995 Hours of Field Experience 8 Hours 15 Min.

I was introduced to the tellers and spent the day learning the daily routines. Monday is the busiest day and the staff must work together to complete all tasks. The staff had to balance the Tyme Accounts, fill change orders for business customers and take care of night deposits. While the morning tasks were attended to customers still took priority. The teller supervisor had to schedule daily tasks such as paper shredding and stocking receipts. The teller supervisor also prepared a variance report to share with tellers. This is an accuracy report. This morning a new teller was being trained as well. The tellers have a huge responsibility and must balance to the penny. They are expected to be friendly while under pressure. The pay is low compared to the level of responsibilities. Throughout my day of observation, the important traits appeared to be a friendly disposition and the ability to learn. As one teller stated "you can teach anyone to do the job, but you can't teach personality". The tellers spent any slow time balancing their drawers to insure accuracy. Whenever a problem occurred the staff rallied to help one another. I learned a great deal about accounting procedures but found the job way too detail orientated for me. The paper trail tellers create is enormous. Teller after teller told me all high school students need to learn the basics of accounting for personal accounts even if they don't wish to pursue a banking career. It was evident from the amount of simple errors and questions that many people can't conduct their basic personal finances without assistance.

Date June 20, 1995 Hours of Field Experience 8 Hours 15 Min.

I started the day watching the opening routines. It was a slow day so I was assigned the task of shredding all papers with account numbers on them. This task involved sorting trash first. I was then given the task of depositing $5.00 in eligible elementary school students savings accounts. This is a community service project the bank sponsors for elementary students on the Honor Roll. The afternoon was spent waiting on customers and preparing the money to be sold to the vault so the tellers could go home on time. Today the pace was slow and the tellers were anxious for the day to end. This job requires the ability to work under pressure as well as being able to get through extremely slow and boring periods. The tellers say accuracy is harder when the day is slow. They feel their mind wanders and they aren't concentrating as hard.

Date June 21, 1995 Hours of Field Experience 8 Hours 15 Min.

Today I spent the day with personal bankers. The day was slow. Several customers came in and wanted help straightening out their checking accounts. Another customer opened a new account. We mailed out the updated account information to Honor Roll students, as well as updating the procedure manual. Another bank called to say a "wire" was lost. The personal banker spent 45 minutes tracking down the wire. They filled out Certificate of Deposit forms and updated safety deposit reports. This job involves more customer contact and requires the personal bankers cross-sell products and help customers. The day isn't as routine due to many unexpected interruptions. They also answer the bulk of incoming phone calls and type general letters to customers concerning their accounts. The bankers need excellent organizational skills and must be flexible enough to move from task to task and back again without getting ruffled. Personality once again is the key.

Date June 22, 1995 Hours of Field Experience 8 Hours 15 Min.

Today I started with the personal bankers. A customer came in with a problem concerning fraudulent use of her Tyme card. A bank officer was called over to calm the customer down. The paperwork was straight forward. Bank personal spend a considerable amount of time calming the customer down and reassuring her. By the time she left, the customer was laughing and going to visit the local museum. The bank advanced some money to her so she could proceed with her plans. Once again a friendly personality was the key to working with the customer. I was given the bank's handbook to review. I spent time with the Senior Vice President. He felt the schools should offer a course that gives a general overview of banking procedures as well as a course that would prepare students for the business world. He felt the course should cover general areas such as proper dress, attitude and employer/employee expectations. After four days, it is apparent that most banking skills are taught after employment. If a person has a friendly demeanor and basic background in math, accounting and computer skills the employer is willing to train their employees. However, the employee must be willing to learn and commit to taking on going courses in the evenings.

Date June 23, 1995 Hours of Field Experience 8 Hours 15 Min.

I spent the morning with a loan officer. He explained the procedure for analyzing credit risks. A knowledge of tax returns, insurance policies and real estate are necessary. The officer must decide if the applicant has the ability to make payments. The loan officer also makes collections on outstanding loans. He said that he tries to work with the customers as much as possible. He would rather have them make interest payments instead of defaulting on the entire loan. The loan officer exhibited compassion and the ability to work through problems. Much of the training was on the job. He felt a willingness to learn was more helpful than any specific courses a high school could offer regarding banking. The banking industry offers specialized course pertinent to the industry. He felt that basic accounting, bookkeeping and math were important to take in high school. After that the AIB (American Institute of Banking) offers the necessary courses to advance in the industry. The loan officer along with others at the bank felt that a general course in personal financing should be a must for all high school students.

The afternoon was spent with the personal bankers. A customer had a question regarding five deposits made in her savings account. We had to go back to records in 1993 to find an answer.

I found the work very tedious and time consuming. The project took over an hour. The work is very detail orientated. For the most part the day is very slow paced. I found I prefer an atmosphere with more hustle and bustle.

The experience was very worthwhile. I learned a great deal about handling my own personal finances as well as the skills needed to enter banking. A willingness to learn and a friendly personality are a must. The industry wants a person with a background in the basics of math and accounting, but are willing to train employees who posses superior "people skills". I believe all teachers should experience some time out of the classroom and in the work world.

Task Listing

Due August 1, 1995

On this sheet, list the tasks that you observed through the shadowing and/or those you actually performed during your field experience. See the section on Development Task Statements in this handbook. Also indicate the kinds of knowledge (cognitive), skills (psychomotor) or attitudes (affective) needed to perform the task and where in the schools curriculum/program this task could/should be taught.

		Task	Knowledge, Skills & Attitudes	Course/ Curriculum
Universal Teller	1.	Balance TYME machine	Computer skills Experience in cash handling	Basic math/keyboarding
	2.	Restock TYME machine	Experience in cash handling	Basic math/keyboarding
	3.	Verify cash drawers	Experience in cash handling Counting money (computation) Use of calculator Computer skills	Basic math/keyboarding Computer course
	4.	Balance cash drawer	Experience in cash handling Computation Use of calculator Computer skills	Basic math/keyboarding Computer course
	5.	Cash checks	Experience in cash handling Computation Use of calculator Computer skills	Basic math/keyboarding Computer course
	6.	Process various types of transactions (checking, savings, loans)	Computer skills	Keyboarding Computer course
	7.	Redeem/issue Savings Bonds	Computer skills Money handling skills	Basic math/keyboarding
	8.	Process mail	Knowledge of various bank departments	
	9.	Represent bank in a courteous professional manner	Interpersonal skills	
Teller Supervisor	10.	Supervise tellers' work	Problem solving Friendly Ability to listen and make decisions	
	11.	Schedule work	Be organized Flexible	
	12.	Assist tellers with customer, problems, transactions, corrections of errors	Problem solving Friendly Knowledge of credit/debit	Basic bookkeeping

13.	Review performance of teller	Ability to communicate clearly, both orally and in written Problem solving	English course
14.	Train tellers	Patient Work well with others Knowledgeable of bank routines	
15.	File large current transactions with Wisconsin IRS	Familiar with IRS forms Money handling	Basic math
16	Recount teller's drawer if a discrepancy occurs	Counting Ability to remain calm Problem solving	General banking Basic bookkeeping Basic math

Task Listing

Due August 1, 1995

On this sheet, list the tasks that you observed through the shadowing and/or those you actually performed during your field experience. See the section on Development Task Statements in this handbook. Also indicate the kinds of knowledge (cognitive), skills (psychomotor) or attitudes (affective) needed to perform the task and where in the schools curriculum/program this task could/should be taught.

		Task	Knowledge, Skills & Attitudes	Course/ Curriculum
Personal Banking Representative	1.	Wire transfers	Use of fax machine Typing	Basic math/keyboarding
	2.	Reconcile, transfer and close accounts	Use of computer skills	Basic math/keyboarding Basic accounting
	3.	Monitor month end reports for account accuracy	Computation	Basic math Basic accounting Basic bookkeeping
	4.	Correspond with customers re: estate letters and general information	Clear concise writing skills Word processing skills	English Keyboarding Computers
	5.	Re-order checks	Knowledge about computers	Keyboarding Word processing
	6.	Complete follow-up work on new accounts	Use of computer skills Computation	Computers Basic math
	7.	Suggest account selection to fit each client's banking needs	Knowledge of bank products Interpersonal skills Ability to listen Ability to sell	
	8.	Develop knowledge of all bank products	Willingness to learn	
	9.	Greet customers	Interpersonal skills (friendly, outgoing, personable)	
Credit Loan Officer, Vice President	10.	Formulate loan presentations to be reviewed by senior members	Ability to write in a clear and concise manner Ability to read financial statements	Economy English
	11.	Grant credit cards and loans	Knowledge about tax returns, debt percentage Knowledge of securities, property value, insurance	Basic accounting Basic math
	12.	Review credit reports from the credit bureau	Be able to analyze personal debt and ability to pay	Basic accounting
	13.	Collect loan payments	Problem solving Knowledge of applicable laws (bankruptcy)	Business law
	14.	Review overdraft report	Computation	Basic accounting Basic bookkeeping

BEST COPY AVAILABLE

I have modified my action plan to accurately reflect my situation. I am an Elementary Principal who is in charge of a school-to-work committee. I will be working with a group of 7-8 people to work on plans for the district's school-to-work plan. We have recruited some people to work on the committee. We are still in the process of identifying people so I am not at liberty to disclose actual names. In addition to myself, six teachers will be part of the team. Two teachers from each level (elementary, middle school and high school) will work on the committee. A high school student will also be selected. Our plan is expected to be implemented over the course of two years.

I also developed my plan based on my need to provide a general direction for the group rather than specific plans for a course.

ACTION PLAN
Due August 1, 1995

Develop objectives relating to the tasks identified from your field experience and your plan to implement them in your program/course in your own setting. If you plan to work with someone from another school on the implementation, please note their names and titles. It may be best to select several tasks that may be grouped together for curriculum implementation. Depending on the level you are teaching at, you may want to address the prerequisite knowledge required to do the task.

Objectives	Persons Involved	Responsibilities	Timeline
To develop realistic curriculum content and materials	Curriculum committees in the various disciplines	Curriculum committees will write curriculum that will allow students to incorporate practical applications for business within their course work	As new curriculum is developed
To help student make contact with potential employers	Committee as described on the previous page	• Work study programs will be available to students • Guidance department will work with students to match them up with potential employers • Guidance department will provide direction to students on job seeking skills	Year two
To provide work experiences for educators to increase knowledge of the business world	Committee as described on the previous page	• Administrators and participating staff will develop a handbook on school-to- work field experiences. The handbook will provide methods for staff to share their experiences with others • Business interested in working with the school system will be recruited. • A list of business will be distributed to staff	Year One

Use additional sheets as needed

ACTION PLAN
Due August 1, 1995

Develop objectives relating to the tasks identified from your field experience and you plan to implement them in your program/course in your own setting. If you plan to work with someone from another school on the implementation, please note their names and titles It may be best to select several tasks that may be grouped together for curriculum implementation. Depending on the level you are teaching at, you may want to address the prerequisite knowledge required to do the task.

Objectives	Persons Involved	Responsibilities	Timeline
To increase student awareness of job opportunities and requirements	Committee as described on the previous page	• Guidelines will be developed for student field work (includes number of hours, expectations, credit given) • Students will have the opportunity for school monitored work experience • Instructors will work with the business and student to monitor and provide guidance to students	Year two
To prepare students for the work force	Committee as described on the previous page	• Identify common characteristics necessary for employment (ex: communication skills) • Interview area businesses for their needs • Collect handbooks from various businesses • Review student/staff field experiences • A curriculum will be written that will prepare students for the work world	Year one

Appendix G

INTEGRATED AND APPLIED CONFERENCE
JUNE 27-29 1995
CONFERENCE TASKS AND SELF-EVALUATION

INSTRUCTIONS: USE THIS FORM AS A GUIDE FOR PLANNING YOUR CONFERENCE ACTION PLAN, DEVELOPING YOUR PORTFOLIO, CREATING PERSONAL AND TEAM PLANS, AND EVALUATING YOUR EFFORTS. **YOU MUST TURN IN ONE COMPLETED COPY OF THIS FORM WHEN YOU LEAVE TO RECEIVE CREDIT AND/OR A CERTIFICATE OF COMPLETION.**

Overview

This conference has been planned with the assumption that each of the participants will be seeking information that will enable them to:

1) expand capabilities in developing and implementing integrated and applied curriculum materials; and,

2) develop team building skills that will help participants team with or lead others in developing and implementing integrated and applied curricula.

The following conference task and accompanying rubric have been designed to help you achieve your goals.

Conference Task

In order to maximize the time you have dedicated to attend this conference, you must establish personal or team goals and objectives that you wish to accomplish while here. There are a number of available workshops that you and/or your team members need to review. Once you understand what is available, you can then determine a course of action that will lead to accomplishment of your goals and objectives. Evidence of accomplishment will include:

1) a fully developed conference action plan;

2) a working portfolio containing work session products; and,

3) a personal/team plan delineating future integrated and applied curricula activities.

The following guidelines and assessment rubric will help you accomplish and evaluate this task. This task will be completed on Thursday June 29, 1995 at 3:00PM.

Guidelines

1. Using the conference agenda and the self-assessment rubric as your guides, develop a conference action plan as explained in conference sessions A & B, day one. Carefully review the available work sessions and identify the ones which will help accomplish your goals. Most sessions are repeated at various times, so be sure you include alternative plans in case certain workshops are full. This plan will guide your participation in the conference.

2. Develop a working portfolio containing products from each session attended. Use the accordion file and colored files to organize your portfolio. Each work session has been designed to provide time for instructional information followed by work time. A task and self assessment rubric is included with each session. Your portfolio should contain workshop materials and evidence of accomplishment of session task. Use the session rubric to measure your success.

---over---

3. Where will you go from here? Most of you have been engaged in developing and implementing integrated and applied curricula for several years. Using the Level of Involvement self-assessment rubric, identify your level of integrated and applied curricula accomplishment. If you want to progress to the next level, or broaden your involvement at the current level what steps are necessary to get there? Participate in the last session---"Where Do We Go From Here?" to develop plans for the future.

4. How successful were you in accomplishing your conference goals? How helpful were the sessions in helping you achieve success? Use the following Conference Task rubric to measure accomplishment of the task. Use the conference evaluation form to help us measure our success in this endeavor.

Assessment Rubric

Level 4 Developed an action plan for the conference that will increase competence at current level of integration or moved to the next expertise level. Participated in all work sessions. Developed a working portfolio documenting activities from each session relative to accomplishing the conference action plan. Attended social activities to build networks and identify with colleagues. Developed plans for next year that include achievable goals, objectives, activities and benchmarks that can be used to measure progress. Plan included accomplishing competencies in the next higher level of integrated activities.

Level 3 Developed an action plan for the conference that will increase competence at current level of integration or moved to the next expertise level. Participated in most work sessions. Developed a working portfolio documenting activities from sessions attended. Attended social activities to build networks and identify with colleagues. Developed plans for next year that include achievable goals, objectives, activities and benchmarks that can be used to measure progress. Plan included accomplishing competencies in the next higher level of integrated activities.

Level 2 Developed an action plan for the conference. Participated in some work sessions. Developed a working portfolio documenting activities from sessions. Attended social activities. Developed a limited action plan for next year that includes some goals and objectives. Plan might increase competence in integrated activities.

Level 1 Attended the conference. Attended some of the sessions and worked on a few of the related activities. Have some portfolio pieces but they are not related to a plan. Have no sense of purpose or direction for next year.

SELF-EVALUATION

Review your portfolio and plans from the conference and assign the appropriate score based on the above assessment rubric. Score your efforts at the conference on the scale below.

Name: ______________________________

◆______________◆______________◆______________◆

Level 4 Level 3 Level 2 Level 1

LEVEL OF INVOLVEMENT IN INTEGRATED AND APPLIED CURRICULUM
SELF ASSESSMENT RUBRIC

Name ____________________

School ____________________

School District ____________________

Directions:

The following lists of tasks are associated with a measure of involvement in integrated and applied curriculum activities. Each successive level indicates an increased amount of involvement. Please read the statements in each of the sections and check those that apply to you..

1.. Level One

I...
__ have little experience with integrated and applied curriculum.

2. Level Two

I...
__ attended several conferences or workshops presenting integrated and applied curriculum activities.
__ understand the concepts of applied curriculum.
__ understand the concepts of integrated curriculum.
__ developed and wrote authentic tasks.
__ can identify vocational and academic competencies necessary to complete an authentic task.
__ developed a unit of instruction based on an authentic task.
__ worked with a colleague or a team developing integrated and applied curriculum.
__ team taught an integrated and applied curriculum activity.
__ can develop basic authentic assessment tools.
__ used an evaluation rubric for evaluating student performance.

3. Level Three

I...
__ demonstrated competence in most Level 2 skills.
__ am an active participant of an integrated and applied curriculum team.
__ base many of my lessons on authentic tasks.
__ organize parts of my curriculum content around career majors, clusters or themes.
__ team teach one or more classes.
__ share common planning time with a colleague or team.
__ share common teaching time with a colleague or team.
__ teach in time blocks different than the traditional schedule.
__ spent time in a business/industry setting studying authentic tasks.
__ evaluated student performances by authentic assessment tools.
__ worked with or require student portfolios.

__ assigned grades based on performance evaluation.
__ helped with staff development activities in my school or district that presented integrated and applied curriculum practices.
__ worked informally with other teachers to initiate them into integrated and applied curriculum practices.

4. **Level Four**

I...
__ demonstrated competence in most Level 2 and Level 3 tasks.
__ participated on a school or district planning committee for integrated and applied curriculum activities.
__ planned and delivered formal in-service on integrated and applied curriculum in home school or district.
__ planned and delivered in service or workshop on integrated and applied curriculum outside district.
__ participated in statewide planning and implementation activities for integrated and applied curriculum.
__ acted as team leader for various integrated and applied activities.
__ taught others to use authentic assessment tools.
__ taught others how to implement portfolios into their student assessment process.
__ participated as a trainer in other kinds of staff development activities.

5. **For levels 2 and above, calculate a percentage for each level.**

I have completed many (more than 70%) of the activities listed for Level ('s) ________and would place myself in Level ________.

6. **Approximately, what percentage of teachers in your school are at the listed levels? (Estimate)**

_____ percent are at Level 1.
_____ percent are at Level 2.
_____ percent are at Level 3.
_____ percent are at Level 4.

Please keep a copy of this for your information and bring a copy to turn in at the summer conference at UW-Stout.

If you have any questions, call Julie Keown-Bomar at 715-232-2343.

Integrated and Applied Curricula Conference
June 27--29, 1995

Note: All repeated workshop sessions are cross listed by day, session and number.
Example: W/C-4 = Wednesday, Session C, Number 4.

Day 1, Tuesday, June 27
Conference Meets in Great Hall, Student Center, UW-Stout

8:00--9:00 **Registration and Continental Breakfast** (Great Hall)

9:30--10:15 **A. Welcome and Overview**
Review of Conference Tasks (Great Hall)
-Mike Galloy, Project Director, Integrated and Applied Curricula Project, UW-Stout

10:15--10:30 **Break** (Great Hall)

10:30--11:30 **B. Action Planning for Conference**
-Howard Lee, Associate Dean, School of Industry and Technology, UW-Stout.
-Mike Galloy

11:30-12:00 **Assistance With Registering for UW-Stout Credit---Optional Attendance** (Great Hall)

12:00--1:00 **Lunch** (Great Hall)

1:00--2:30 **C. Breakout Work Sessions (all sessions in UW-Stout Student Center)**

1. **Wisconsin Developmental Guidance Model--How Does It Fit? (Th/B-2)**
   Dennis Van Den Heuvel
   Cedarwood Room
2. **Developing Assessment Tools (W/A-4, TH/B-1)**
   Mike Galloy
   Maplewood Room
3. **Partnering--the First Step in Team Development (W/B-2)**
   Delaine Stendahl and Julie Johnson
   Oakwood Room
4. **Task Development: Where To Begin (TH/B-5)**
   Kerry Hogan, Jim Shilling
   Northwoods Room
5. **Learning Strategies (W/A-3)**
   Ken Welty
   Ballroom A

2:30--2:45 **Break** (Great Hall)

2:45--4:00 **Afternoon Session**

D. Implementing Integrated and Applied Curriculum: Administrators' Perspectives (Panel of Administrators) (Great Hall) 45 minutes

Team Work Session--Action Steps for Working with Local Administrators
30 minutes

4:00--4:15 **Debrief** (Great Hall)

4:15--4:45 **Assistance With Registering for UW-Stout University Credit---Optional Attendance** (Great Hall)

5:30 **Dinner and Get-Together**
Wakanda Park--Lions Club Shelter. Refer to Menomonie map for directions.
Dinner and beverages provided.

Day 2, Wednesday, June 28
Conference Meets at Chippewa Valley Technical College, 403 Technology Dr., East Menomonie

8:00--8:45 **Networking and Continental Breakfast** (Main Lobby)

8:45--10:15 **A. Breakout Work Sessions**

1. **Team Building Experiences (TH/B-3)** Room 114
   John Cicero and Ann Ward
2. **Implementing and Enhancing School-Based Learning for All Students** Room 112
   Gabrielle Banick Wacker
3. **Learning Strategies (T/C-5)** Room 106
   Ken Welty
4. **Developing Assessment Tools (T/C-2, TH/B-1)** Rm 113
   Mike Galloy
5. **Team Teaching and Other Delivery Strategies (W/D-5)** Room 115
   Carol Mooney and Carol Robarge

10:15--10:30 **Break** (main lobby)

10:30--12:00 **B. Breakout Work Sessions**

1. **Developing Portfolios (TH/A-4, W/D-3)** Room 112
   Jim Hudacek
2. **Partnering--The First Step in Team Development (T/C-3)** Room 114
   Delaine Stendahl and Julie Johnson
3. **Mentoring** Room 113
   Howard Lee
4. **Open Work Session (W/C-5, Th/A-1, Th/B-6)** Lobby or Room 106

5. **Planning Staff Development for School-To-Work Initiatives (W/C-4)**
   Lyle Martens
   Room 115

12:00--1:00 **Lunch** (main lobby)

1:00--2:30 **C. Breakout Work Sessions**

1. **Introduction to Wisconsin Instructional Development System (W/D-4)** Room 113
   Dick Zellmer
2. **Planning Instruction Based on Authentic Tasks (Th/A-5)** Room 114
   Jerry Redman, Kerry Hogan
3. **Fundamental Change** Room 112
   Pat Brooks and Mike Fellin
4. **Planning Staff Development for School-To-Work Initiatives (W/B-5)**
   Lyle Martens
   Room 115
5. **Open Team Work Session (W/B-4, Th/A-1, TH/B-6)**
   Room 106 or computer lab

2:30--2:45 **Break** (main lobby)

2:45--4:15 **D. Breakout Work Sessions**

1. **Career Majors as Curriculum Organizers (TH/B-4)** Room 114
   Len Sterry
2. **Leading and Facilitating Teams (TH/A-2)** Room 106
   Myron Eighmy
3. **Developing Portfolios (W/B-1, TH/A-4)** Room 112
   Jim Hudacek
4. **Introduction to Wisconsin Instructional Development System (W/C-1)** Room 113
   Dick Zellmer
5. **Team Teaching and Other Delivery Strategies (W/A-5)** Room 115
   Carol Mooney and Carol Robarge

4:15-4:45 **Assistance with Registering for DPI Clock Hours--Optional Attendance** (Room 114)

Day 3, Thursday, June 29
Conference will Meet in Student Center, UW-Stout

8:15--8:45 **Networking and Continental Breakfast** (Great Hall)

8:45--10:15 **A. Breakout Work Sessions**

1. **Open Work Session (W/C-5, Th/B-6, W/B-4)** Cedarwood Room
2. **Leading and Facilitating Teams (W/D-2)** Ballroom A
   Myron Eighmy
3. **Needs Assessment for Strategic Planning** Maplewood Room
   Orv Nelson
4. **Developing Portfolios (W/B-1, W/D-3)** Oakwood Room
   Jim Hudacek
5. **Planning Instruction Based on Authentic Tasks (W/C-2)** Prairie Pioneer Room
   Jerry Redman, Kerry Hogan

10:15-10:30 **Break** (Great Hall)

10:30-12:00 **B. Breakout Work Sessions**

1. **Developing Assessment Tools (T/C-2, W/A-4)** Maplewood Room
   Mike Galloy
2. **Wisconsin Developmental Guidance Model--How Does It Fit? (T/C--1)**
   Cedarwood Room
   Dennis Van Den Heuvel
3. **Team Building Experiences (W/A-1)** Oakwood Room
   John Cicero and Ann Ward
4. **Career Majors as Curriculum Organizers (W/D-1)** Prairie Pioneer Rm
   Len Sterry
5. **Task Development: Where to Begin (T/C-4)** Ballroom A
   Kerry Hogan, Jim Shilling, Jerry Redman
6. **Open Team Work Session (W/B-4, W/C-5; Th/A-1)** Great Hall

12:00--1:00 **Lunch** (Great Hall)

1:00--2:30 **Where do We Go From Here?** (Great Hall)
Charles Krueger

2:30-2:45 **Debriefing and Wrap Up** (Great Hall)

2:45-3:00 **Break**

3:00 **Turn In Conference Assessment, Evaluations and Travel Forms; Pick up Certificates** (Great Hall)

INTEGRATED AND APPLIED CURRICULA PROJECT
SUMMER CONFERENCE
JUNE 27-29, 1995

WORK SESSION GUIDELINES

This page explains the general guidelines that session resource people, facilitators and participants should follow when participating in the Summer Conference.

Format

Each session is 90 minutes in length.
Information and resource presentations should last a maximum of 20-30 minutes.
Each session will include a 60 minute work session in which participants will develop a product relevant to the session.

Each presenter will provide:

An authentic task describing what the learner will know and be able to do.
Available resources (people and information) to aid participants in accomplishing the session task.
An evaluation rubric that will measure accomplishment of the session task.
An evaluation form that provides feedback on all aspects of the work session

Participants should bring:

Applied and integrated materials to share
Curriculum materials to work with
Planning schedules for school year 95-96
Open mind, willing heart
Lap top computer if available

Each work session will result in a product to be included in a conference portfolio. The portfolio will be evidence of accomplishment of the conference action plan.

ROSENDALE/BRANDON SCHOOL DISTRICT
ACTION PLAN FROM 1995 UW-STOUT INTEGRATED CURRICULA WORKSHOP

Developed by: Gaylene Bradley and Jeff Holmes

Goal #1:

Develop, in coordination with key administrators within the Rosendale/Brandon School District, a clear, three-year vision concerning School To Work Transition and Integrated/Applied Curricula

Objective:

To provide involved staff with a lucent path for implementing future strategies in order to have working STW and I/AC programs in effect within the next three years

Action Step:

By July 14, 1995, STW Coordinators Gaylene Bradley and Wally Drees will meet with and discuss a "stated" vision with the district superintendent and high school principal and agree upon a proximate date for developing the above

---

Goal #2:

Through WIDS, determine the required competencies students should have in order to exit Laconia High School courses

Objectives:

To allow instructors at Laconia High School an opportunity to discover common aspects of curriculum across the disciplines

To permit~~s~~ STW and I/AC coordinator and facilitators an occasion for discussion of integration within the school

Action Step:

Laconia High School staff will participate in an inservice to be held August 22, 1995 and follow up sessions throughout the school year during staff development inservices

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Goal #3:

Develop and implement a Laconia High School curriculum needs assessment plan.

Objectives:

To determine the degree of change necessary to convert the existing curriculum to an integrated/applied curriculum

To assess the prevailing attitude for implementing the change necessary

Action Step:

Select a 10-12 member team to construct the questionnaires necessary to poll the various populations by September 29, 1995

Distribute questionnaires by April 1, 1996

Tabulate results by July 31, 1996

Juneau Business High School
Integrated and Applied Curricula Conference
Action Plan

Goal: To access resources that would involve parents, students, businesses, and staff with the integrated and applied curriculum process as it relates to STW.

Objective 1- ***To attend sessions that would assist us in the development of team building strategies for students and staff.***

Action Step	*Timeline*
1. Evaluate sessions of the conference that would involve team building and assign participants. Attend sessions number 2,4, and 5.	6/27 to 29
2. Evaluate disseminated information for application in school.	
3. Disseminate relevant information to staff members for added input and implementation.	July/Aug./Sept. 1995

Objective 2- ***To make significant progress toward eliminating gender, ethnic and racial achievement gaps.***

Action Step	*Timeline*
1. Attend sessions number 3,6,7,9,13,18*and 19	6/27 to 29
2. Evaluate disseminated information for application in school.	
3. Disseminate relevant information to staff members for added input and implementation.	July/Aug./Sept. 1995

Objective 3- ***To become competent in the development of authentic assessment tools to use in the evaluation process.***

Action Step	*Timeline*
1. Attend sessions numbered 3,6,8,and14.	6/27 to 29
2. Evaluate disseminated information for application in school.	6/27 to 29
3. Disseminate relevant information to staff members for added input and implementation.	July/Aug./Sept. 1995

Objective 1
Team building must be distinguished from committee building. A team actually is engaged in action and involvement rather than committees feel as though they are involved and the task to be completed is limited. In team building the institution must address needs assessment, mission, vision, culture, support systems, and value added work. Contracts from the administration must define the parameters and expectations of the team. Depending on the architectural defined by the administration a team is classified as quality circles (make recommendations to administration), natural work teams (people who can work together), self-directed(people who can work together), self-directed, (autonomy within well defined barriers), and self managed teams (high autonomy, responsibility and authority). the beginning teams at Milwaukee Juneau High School will be contracted out as natural work teams and the Perkins Grant Family will be contracted out as a self-managed team.

Objective 2

The "Learning Driven" Model was discussed at the workshop on enhancing school-based learning for all students. All educational competencies for post-secondary schools entrances were distributed. This will provide guidance for our curriculum development efforts.

Two sessions which addressed the issue of students impacting students in a positive manner encouraged mentoring and partnering our school to work task force has had numerous discussions on how to develop a mentoring program to improve G.P.A. and attendance. We now have the framework and guidance to assist in providing this service.

The Whitewater School District has restructured their school district to incorporate integrated applied curriculum. The principal Pat Brooks, emphasized including all members of the community and empowering the faculty to implement fundamental change. A statement that impressed us was that the change must be visible from the desk of the student. We were also provided with the districts' curriculum plan which will assist our team in rewriting our curriculum. Mr. Brook's enthusiasm for breaking down current structures was infectious and encourages me to work toward fundamental change in our school.

Objective 3

One major weakness at Juneau Business High School is in our assessment tools. After attending the sessions we gained a great amount of knowledge and resources that will allow us to inservice our staff in the development of rubrics that are practical in the classroom. During the sessions we were able to develop several working evaluations that will be put to use in our classrooms this fall. We now feel with the better understanding of rubrics and other assessment skills, this will allow our staff to use this knowledge to improve their evaluation techniques thus improving all student performance. We also feel that the increased performance will make students feel better about themselves and will create a desire to reach even a higher level of learning.

We are going to develop career portfolio's that will represent the finest works produced during the students 4 years at Juneau. Along with this we are also going to develop technical portfolios that can be used at to demonstrate the mastery of technical skills.

Action Planning

Integrated/Applied Curricula Summer Conference

June 27, 1995

University of Wisconsin-Stout

Menomonie, Wisconsin

Developing a Conference Action Plan

Why Are Action Plans So Important?

- If you do not know where you are going, it does not matter how you get there. If you have a specific destination, then you can plot a path with confidence.
- Focusing your plan puts you in charge of your future.
- Gives you a record of achievement and success.
- Enhances your self-esteem and makes you noticed by others.
- Improve your decision making.

The Action Plan Process

Goal

+ Objectives

+ *Action Steps*

= *Action Plan*

Your Destination Starts With a Goal

- What you want your future to be.
- Be an aspiration.
- Leads to objectives and activities.

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Indicate Your Goal

- What you want to achieve (product), or experience (process), with integrated and applied curriculum at this conference.
- What you expect to get out of this conference.
- Develop an integrated model for the school district?
- Network with team members?
- Design a working portfolio document?

Exercise:

1. Write down your goal for this conference.
2. Share it with the person next to you.
3. Use your home team's definition of success and your list of what you want to achieve, or experience, with integrated and applied curriculum.

Breaking Your Goal Into Objectives

1. What do I need to do?
2. What do I need to know?
3. Who do I need to network with?
4. Who else needs to be involved?
5. When must the goal be completed?

Developing Objectives

1. Write your objectives down.
2. Take ownership of your objectives.
3. Make sure your objectives are "in sync" with your organization's goals.
4. Start with achievable objectives.
5. Build in timelines.

Build Success Into Your Objectives (Cont.)

6. Develop ways to monitor progress and measure results.
7. Visualize yourself attaining the objective.
8. Keep your objective(s) in front of you.
9. Involve those whose cooperation is needed.

Objectives

Goal - Develop an Integrated Model for the School.

- Identify the model components.
- Network with teachers/administrators who have a model.

Goal - Design a working portfolio document.

- Review portfolio literature.
- Attend session(s) on portfolio.
- Develop a draft portfolio document.
- Meet with teachers/administrators using portfolios.

Exercise

Write three objectives on Action Plan form.

Share them with the person next to you.

See if they think it ties into your conference goal.

Identify the Action Steps

Identify session you will attend.

Identify what you will do to accomplish the objective.

Identify reasonable timelines (when will this be accomplished)

Action Steps

Objective - Attend session on portfolio.

Identify place and time of session

Attend session

Take notes and network

Share draft document

Exercise

Write action step(s) for each objective.

Share them with the person next to you.

Do the action steps accomplish the objective?

Leading and Facilitating Teams

Presenter:

Dr. Myron A. Eighmy
University of Wisconsin - Stout
144 Communications Technology Building

Integrated and Applied Curriculum Conference
June 26, 27, 28, 1995
University of Wisconsin - Stout

Leading and Facilitating Teams

What Facilitators and Leaders Need to Know

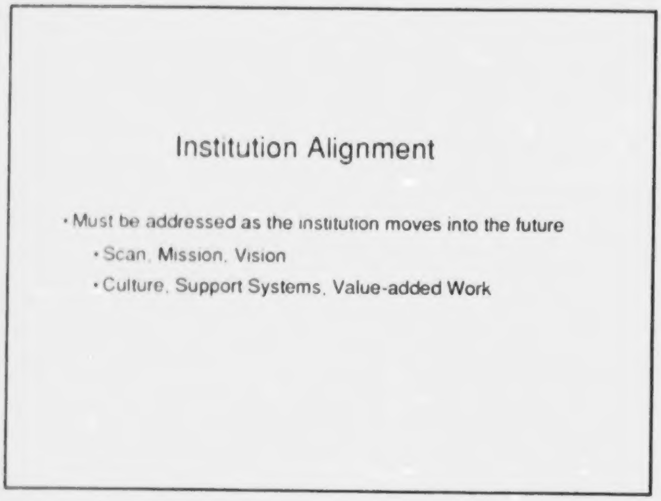
- The Role of the Facilitator
- Institutional Alignment and the Change Process
- Contracting
- Role Expectations Process
- Team Architecture
- Team Development
- Front-End Problem Management

Three Levels of Facilitation

- Leads a team
- Teaches others to facilitate
- Leads the team effort institution-wide

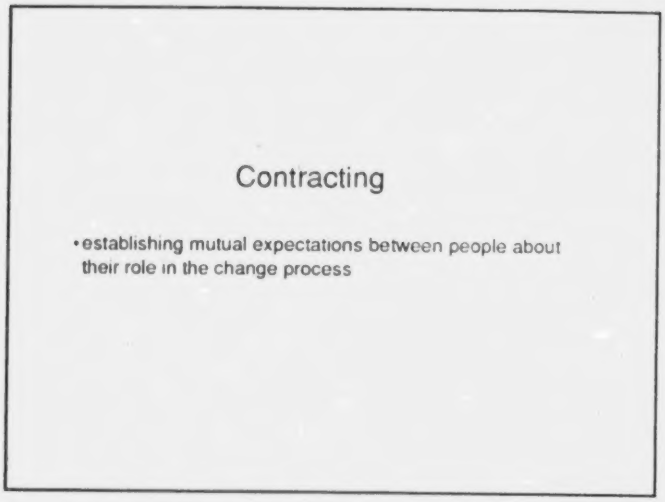
Facilitators are concerned with:

- Process: how the team solves problems
- Content: what the team or group is working on



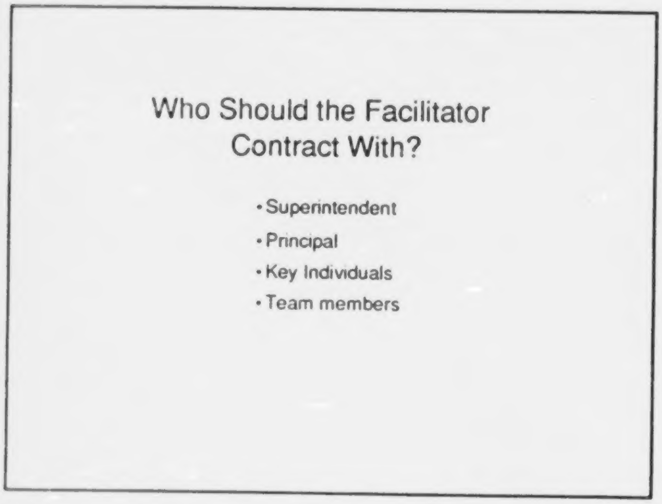
Institution Alignment

- Must be addressed as the institution moves into the future
  - Scan, Mission, Vision
  - Culture, Support Systems, Value-added Work



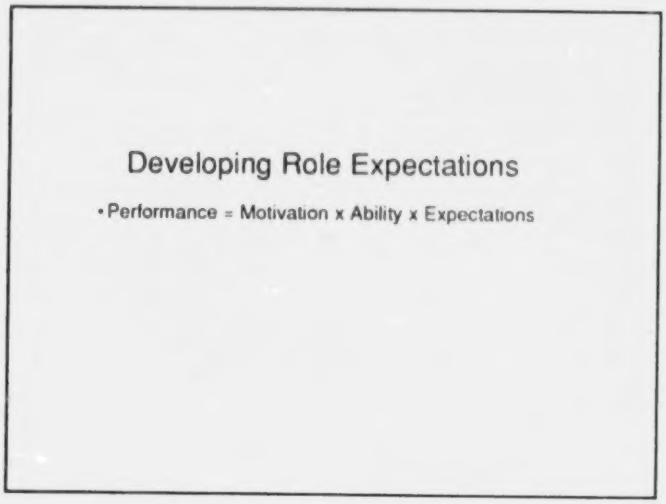
Contracting

- establishing mutual expectations between people about their role in the change process



Who Should the Facilitator Contract With?

- Superintendent
- Principal
- Key Individuals
- Team members



Developing Role Expectations

- Performance = Motivation x Ability x Expectations

Role Expectation Process

- mutual belief in future vision
- buy-in on strategies to reach vision
- clarification of individual roles
- identify competencies needed
- identify ways to do less of something

Institution must clearly define:

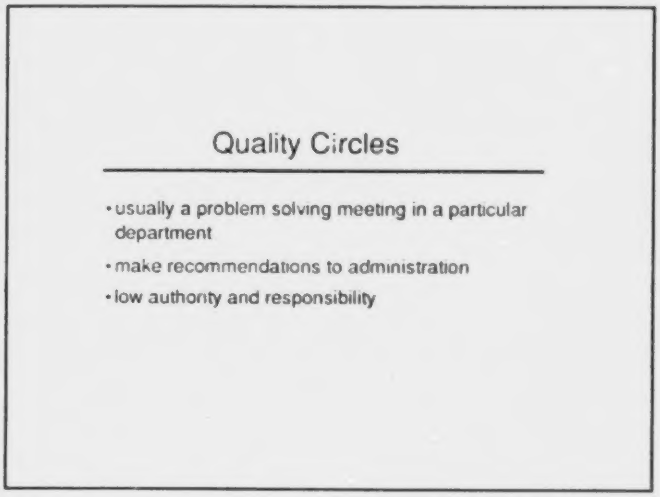
- institutional reasons for teams
- human reasons for teams

Team Architecture

- structures that lead to different amounts of authority and responsibility

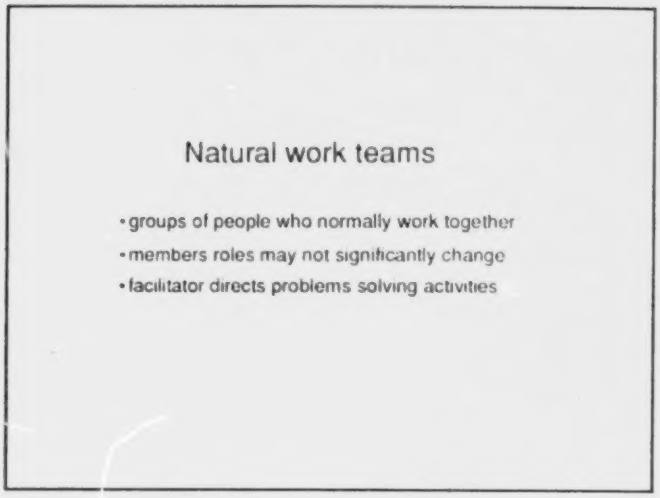
Team Structures

- quality circles
- natural work teams
- self-directed team
- self-managed team



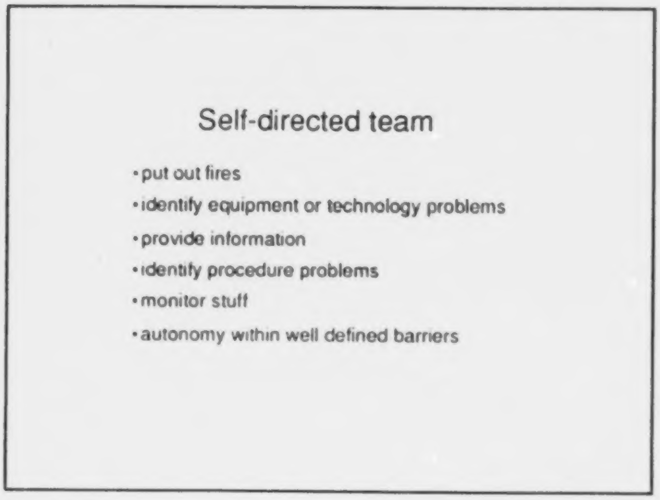
Quality Circles

- usually a problem solving meeting in a particular department
- make recommendations to administration
- low authority and responsibility



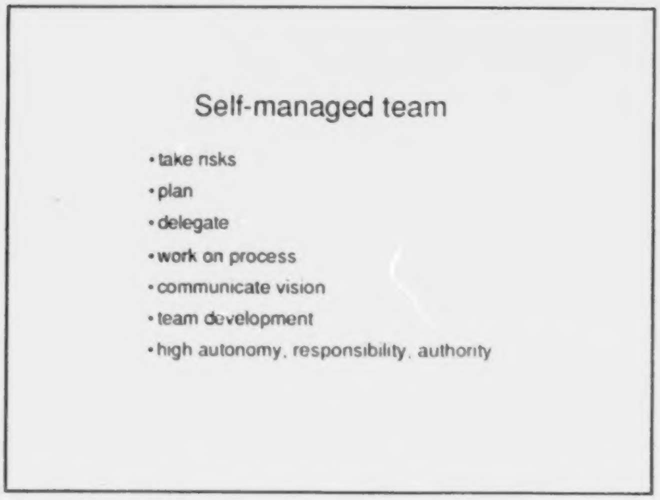
Natural work teams

- groups of people who normally work together
- members roles may not significantly change
- facilitator directs problems solving activities



Self-directed team

- put out fires
- identify equipment or technology problems
- provide information
- identify procedure problems
- monitor stuff
- autonomy within well defined barriers



Self-managed team

- take risks
- plan
- delegate
- work on process
- communicate vision
- team development
- high autonomy, responsibility, authority

Stages of team development

- forming
- storming
- norming
- performing

Facilitators need to know:

- tools to be used in each stage of development
- how to manage "process"
- how to develop and reinforce norms
- allow time for venting and manage it
- communication skills
- conflict management

Front-end Problem Management

- differentiate between team development issues and problem solving issues
- deal with feelings and fairness issues
- complex tasks require education, processes, and information
- develop purpose statement for meetings

Levels of Facilitation

The Level I Facilitator:	The Level II Facilitator:	The Level III Facilitator:
Analyzes group meetings situations	Analyzes group meetings situations	Analyzes group meetings situations
Contracts with the group or team	Contracts with the group or team	Contracts with the group or team
Designs a plan or process to lead or guide the problem solving meeting	Designs a plan or process to lead or guide the problem solving meeting	Designs a plan or process to lead or guide the problem solving meeting
May do some basic training	May do some basic training	May do some basic training
	Analyzes team and group development	Analyzes team and group development
	Designs effective processes that help teams develop	Designs effective processes that help teams develop
	Helps teach others to facilitate groups and to build teams	Helps teach others to facilitate groups and to build teams
	Contracts with teams and key people to gain needed support for team development	Contracts with teams and key people to gain needed support for team development
		Contracts with key administrators and others to establish overall involvement plan
		Analyze situation and designs organization-wide interventions to move staff involvement to the to optimal level
		Understands the needed team architecture
		Works to change support systems that align with the team approach
		Engages people in defining individual roles in a team environment
		Mentors others

Source: Krueger, C. T. (1994). The flight of the facilitator: How one manager learned to facilitate in a team environment. Menomonie, WI: Krueger Publications.

TEAM ARCHITECTURE MODEL

Authority and Responsibility

Low

High

quality circle

natural work team

self-directed team

self-managing team

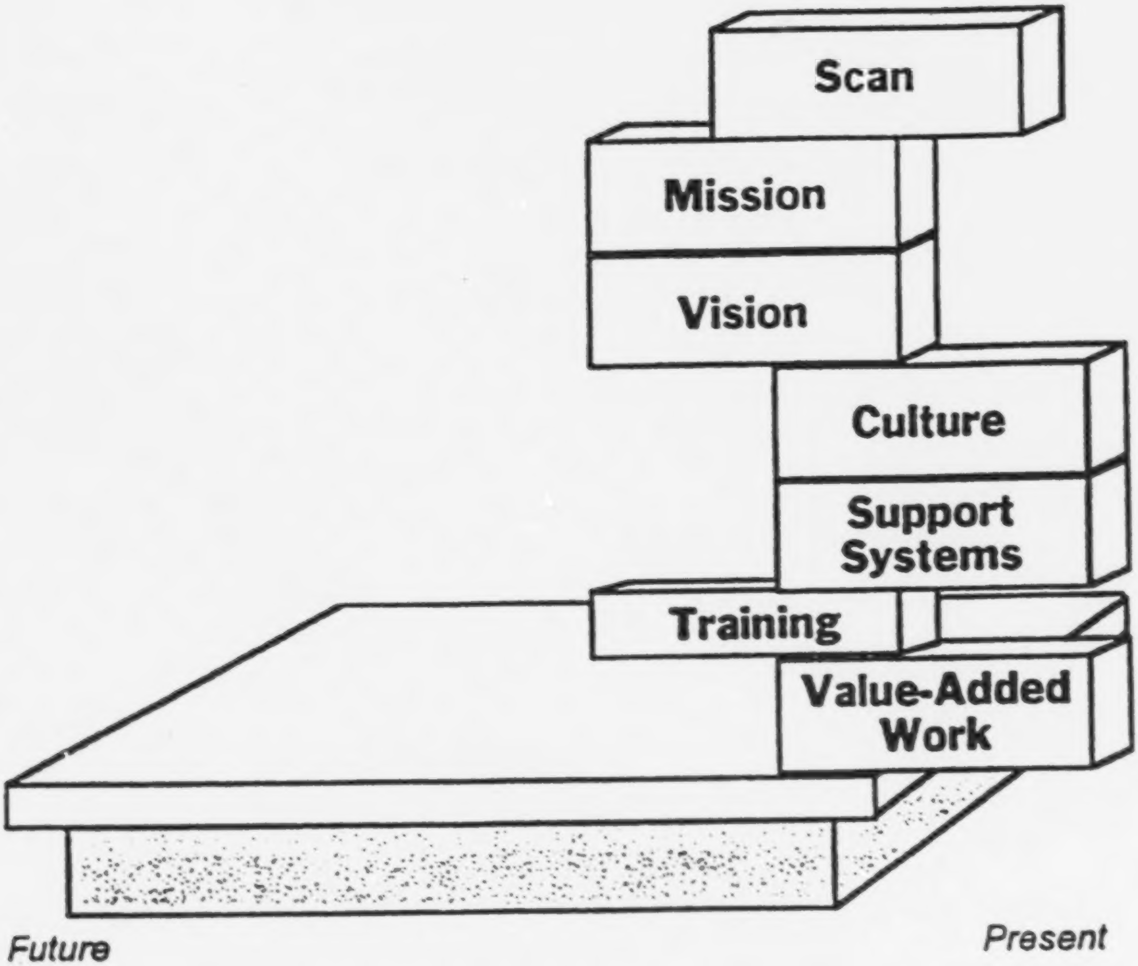
------- task teams -------

Changes in Roles and Support Systems

Low

High

Source: Krueger (1994) © Copyright


Scan
Mission
Vision
Culture
Support Systems
Training
Value-Added Work
Future
Present

Source: Krueger (1994)
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Navigating the Assessment Maze with Portfolios

SUSAN R. CRAMER

Accurate assessment of student achievement is a challenge. Standardized tests, teacher-made tests, performance assessment, authentic assessment, portfolios, and traditional assignments such as daily work, term papers, speeches, and projects are all ways to assess student learning. Knowing which type or types of assessments to use is a quandary many educators face. One popular choice is portfolios. This article will explore assessment purposes, conditions necessary for portfolio assessment, and how portfolios can reflect a wide variety of areas of student learning.

Assessment Purposes

Assessment serves several different purposes depending on the audience and its needs. Teachers use information from formative assessments—such as daily assignments and discussions—to provide direction for future instruction. Summative forms of assessment—such as unit tests and final exams—provide teachers, administrators, parents, students, and others with information about the effectiveness of learning at the end of a given period of time or unit of study. Standardized assessments can be used for formative and/or summative purposes; they also serve accountability and ranking functions, allowing students, classrooms, grade levels, schools, districts, states, and/or nations to be compared. Finally, assessment can be used for personal gain as individual growth is recorded and future goals are set (Hansen 1992). Each purpose of assessment is important and must be considered when determining which types of assessment are most appropriate for use in classrooms.

Portfolio Assessment Conditions

The portfolio itself is not a type of assessment but an assessment tool. It is a collection of student work that documents the process of learning and individual growth. The collection itself may be assessed when "(1) an assessment purpose is defined; (2) criteria or methods for determining what is put into the portfolio, by whom, and when, are explicated; and (3) criteria for assessing either the collection or individual pieces of work are identified" (Herman, Aschbacher, and Winters 1992, 72). These three conditions help to determine what to include in a given portfolio.

Purpose

By determining the purpose of portfolio assessment, one identifies the people who will view the document and their interests or need for information (Herman, Aschbacher, and Winters 1992). For example, parents may be interested in seeing their children's unique abilities develop while members of the business community may be more interested in students' work habits. Teachers may be interested to see students' growth in a particular skill area like writing or solving mathematical proofs while administrators and legislators require evidence of specific learning for accountability purposes. Students themselves can use the portfolio to set goals, document growth, and provide a context within which learning occurs (Hansen 1992; Paulson, Paulson, and Meyer 1991). Needless to say, the type of evidence collected varies, depending on the audience and its interests and needs.

Identifying the purpose of a portfolio will also begin to delineate the scope of the document (Herman, Aschbacher, and Winters 1992). If the portfolio is to be used to determine a student's eligibility to graduate from high school, information relating to prespecified school outcomes must be included. If the portfolio is to show student growth over one year, work representative of beginning, middle, and end-of-year abilities might be included. Such a portfolio may chronicle a student's entire K-12 experience, including work samples and personal information like photographs and height-weight information from each year. Or, the portfolio could be used to gain employment or entrance into an institution of higher education. This type of portfolio might in-

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clude items such as attendance records, report card grades, recommendations from teachers, work samples, a resume, awards and honors earned, and a personal goal statement.

Questions one might use to guide portfolio purpose identification include:

- Who will use the portfolio and for what purpose?
- Will the portfolio replace other forms of assessment or will it complement them?
- Will the portfolio replace other reporting mechanisms, such as report cards, or will it complement them?
- Will the portfolio be taken home by the student at the end of the year or will it become part of the student's permanent file at the school?
- Will the portfolio capture student learning in only one content area for a semester or will it determine eligibility for graduation?
- Will local businesses or institutions of higher education use the portfolio when making employment or admittance decisions?

Responses to these questions will help determine the purpose of the portfolio.

Identifying the purpose of a portfolio will not necessarily be an easy task as various stakeholders must have their needs addressed. However, all portfolio uses, present and future, should be identified to ensure complete collection of materials. Materials can then be selected and organized in accordance with each need.

Content Selection

Once the purpose of the portfolio has been determined, content selection decisions must be made. A first decision involves identifiying who is going to be responsible for selecting portfolio items. Students should have a major say in determining portfolio content, but teachers, peers, administrators, and parents may also be allowed to have input (DeFina 1992).

Student input is important to provide ownership (Paulson, Paulson, and Meyer 1991). As students become actively involved in selecting portfolio contents, they monitor their own progress, identify personal strengths and areas for improvement, and reflect on what is worth documenting (Wolf, LeMahieu, and Eresh 1992). Student involvement in content selection also sends the message that the work contained within the portfolio is important (Lucas 1993).

It is also appropriate to allow others—such as teachers, peers, administrators, and parents—to participate in portfolio content selection or material development. For instance, if a teacher is to be evaluated based on student portfolios, then the teacher should be allowed to participate in selecting or suggesting portfolio contents. Likewise, if the quality of a school is to be based on student portfolios, the principal may be involved in suggesting contents. Parents may ask to have included a certain piece of work that has special meaning to them. Peers may write reflections commenting on what a particular student is like as a work partner or friend while a parent may document and comment on projects or work completed at home.

A second content decison involves determining when items will be put in or removed from the portfolio. If the portfolio is to represent one semester's work in a single content area, portfolio revision may occur every week or two. If the portfolio is to represent several years' worth of growth, revision may occur at the end of each marking period. A portfolio specifically for employment purposes may be developed from other portfolio materials and assembled outside the traditional school day at a time when employment is desired.

Yet another content decision involves choosing the types of evidence that will be used to document learning. Paper and pencil instruments—such as completed assignments and draft copies of works—are typical items for portfolio inclusion. Papers labeled "best work" and "typical" show the range of student capabilities (Wolf, LeMahieu, and Eresh 1992). Personal reflection papers tell why projects or topics were selected, provide insight into how a project was completed, and serve as a self-evaluation instrument. Personal goal statements can provide both direction and a way to document progress toward goals (Hansen 1992). Audio recordings or videotapes may be used to capture performances. Photographs could record displays, bulletin boards, or three-dimensional projects completed by the student, or the three-dimensional items themselves may be included. Newspaper clippings may document student activities and involvement in the community. Standardized test results may be included to provide information relative to other students while teacher-made tests or quizzes may be important to show growth in specifically taught areas. Checklists of competencies to be mastered might also be used to record student progress in specific areas. Additionally, students may desire to include awards received or other items of a personal nature such as photographs or drawings that are important to them and reflect who they are as learners (Hansen 1992).

Assessment Criteria

Criteria for assessing the document or individual pieces within the document must also be determined. Additionally, examples—rubrics—of differing quality levels must be developed so judges and students will be able to differentiate between satisfactory, unsatisfactory, and excellent work (Wolf, LeMahieu, and Eresh 1992). A priori specification of evaluation criteria allows students to recognize, strive for, and select work that is considered high quality. It also helps teachers and others make decisions about what to emphasize during instruction and when assessing the portfolio, and it simplifies the evaluation phase as judges know the standards that they are to use. Lastly, and perhaps most importantly, criteria specification allows and encourages discussion and debate among teachers, students, and others concerning the outcomes and quality of outcomes that are desired for the instructional situation for which the portfolio is being developed.

Benefits of Portfolio Assessment

Traditional evaluation measures generally focus on assessing the cognitive domain and value the end result rather than the learning process. Portfolios, however, can document learning in the cognitive, affective, and psychomotor domains, can document the learning process itself, and can provide information about the student as both a learner and individual.

Gathering evidence of learning in the various domains is relatively easy with portfolios. Traditional paper and pencil measures—such as standardized and teacher-made tests, term papers, checklists of competencies, and reports—are all ways to measure the cognitive domain. Learning in the affective domain can be documented by a student's willingness to participate in cooperative ventures with other students or to take on independent study projects. Videotapes of students working cooperatively, written or verbal reflections on work habits, self- or peer-assessment instruments, lists of works read, and explanations of why pieces have been included in the portfolio serve as forms of documentation. Learning in the psychomotor domain may be best captured in a three-dimensional format by including a videotape or photograph of a performance or of an object that was created by the student.

The learning process can be documented in the portfolio in a variety of ways. Inclusion of both working drafts and the final product shows how work is refined in a sequential manner. Work samples from various points during a year or span of years illustrate growth over time (Lucas 1993). Charts may also be used to document progress toward skill or content mastery with sign-offs at prerequisite steps along the way. And, personal reflections explain how a project was completed, thereby providing insight into the individual student's learning process.

Lastly, portfolios can provide information about the student as a learner and an individual. Work samples reveal work quality and student understanding of quality while attendance records and reflections from others may indicate effort and ability to work with others. Student selection of portfolio contents on the other hand may provide insight into student values, likes, and interests (Hansen 1992).

Conclusion

Portfolio content will vary widely from situation to situation based on the purpose of the portfolio, who selects its contents, and the criteria by which the portfolio will be judged. Likewise, content and its presentation will vary from student to student as individual strengths, areas of growth, interests, and future goals are highlighted. Items that may be included are standardized tests, teacher-made tests and quizzes, materials from or a video- or audiotape of performance assessments, materials from other types of authentic assessments, and traditional assignments like daily work, term papers, speeches, and projects. Additionally, students may choose to include personally relevant materials such as photographs, art work, poems, and ribbons or trophies to more fully document themselves as learners and unique individuals. Portfolios offer an exciting vehicle to involve students in their learning and showcase their achievements.

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7

STUDENT PORTFOLIOS

On July 3, 1991 the Wisconsin Legislature passed AB91 School-to-Work Transition Initiative package. Accordingly, Wisconsin schools are to institute the Wisconsin Student Assessment System which is designed around the portfolio concept. School systems were directed to begin planning, by December of 1993, for development and implementation of portfolios.

School-to-Work Transition efforts provides for the development of portfolios to be in place by the 1996-97 school year for grades 4, 8, and 10. The Wisconsin Student Assessment System links with student portfolios by stipulating some content items that are to be included: 1) traditional short answer examinations in Math, Language, Science, and Social Studies; 2) short term performance items; and 3) long term projects.

The purpose of the portfolio is to provide a tangible means whereby students may collect and use pertinent information to assist with personal, educational, and career decision making. It is intended to be used as a complement to the cumulative folder or assessment portfolio, rather than as a substitute.

Whereas the cumulative folder or assessment portfolio is the **school's** record kept for the student, the career portfolio is the **student's** journal of the career development process. Upon graduation from high school, students should be able to take the career portfolio with them as a building block for the future and as documentation of experiences.

I. ***What is a student portfolio?*** A student career portfolio is a carefully selected collection of information that demonstrates a student's talents, interests, abilities, achievements and experiences. It documents the development of education/career goals and one's successful transition from school to work. A career portfolio can help students clarify their options for school life and beyond.

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2. *What could go into the Career/Student Portfolio?*

3. What type of Career/Student Portfolio should be developed?

4. Who could manage the Career/Student Portfolio?

5. *Where could the Career/Student Portfolio be stored?*

WHAT COULD GO INTO THE CAREER PORTFOLIO?

Career portfolios can include many items and a variety of information. The organization and content of the portfolio are dependent upon its purpose and mission identified by each school district. Variety and flexibility are major considerations because these factors both allow for the individual needs and the varied learning styles that the student brings to the process. Structure for the portfolio should be determined within rather broad guidelines for their development. Each year, the portfolio may have specific short-term goals; however, such goals should be complementary to the overall mission of promoting satisfying career decisions.

Indicated below are "**suggestions**" for items that might be included in a career portfolio. This list is not meant to be exhaustive or conclusive. They may be included at the elementary, middle/junior high or high school level depending on the discretion of the school district.

ACADEMIC ACHIEVEMENTS

This could include any sort of honor roll listings, advanced standing or transcripted credit certificates, youth apprenticeship awards, or activities in which the student has been involved.

ATTENDANCE

This could include the attendance data from the student's record at the high school, middle/junior high, and/or elementary school.

CAREER INTEREST AND APTITUDES

This could include career interest inventories and aptitude results from assessments or classroom activities.

CAREER PLANS

This section could include the student's annual written career plan and/or 4-5 year course sequences as identified in career maps.

COMMUNITY SERVICE

This could highlight any service the student has done for the community, religious organization, or school, and has not received renumeration for that service.

COVER LETTERS

This could include samples written by the student for real job searches and/or classroom experiences or assignments.

WHAT COULD GO INTO THE CAREER PORTFOLIO? (CONT.)

DEMONSTRATION OF WRITING SKILLS

This could include writing samples.

EMPLOYMENT DIPLOMA ENDORSEMENTS

This could include information or competencies of diploma endorsements if they are utilized by the local high school.

EXAMPLES OF PROJECTS

This could include any sort of projects, pictures, photographs, objects, or activities that the student has been involved individually or as a team member or leader. It also could include research papers or examples of any sort of project or activity done in school or out of school.

EXCEPTIONAL SKILLS

This could include any skills that the student, parent, or faculty deem exceptional for that student.

EXTRA-CURRICULAR ACTIVITIES

This could include traditional school activities (e.g. sports, music, drama, art, yearbook, peer helper), or other outside activities (e.g. community theatre, Junior Achievement, Boy Scouts, Girl Scouts, etc.)

FINE ARTS

This could include a listing of specific fine arts activities or pieces of work done by the student (e.g. drawing, newspaper).

HEALTH RECORDS

This could be included, if students choose to do so. There may be legal implications to consider.

JOB RECORD

This could include a listing of any jobs the student has held and letters of reference or commendation.

LETTERS OF RECOMMENDATION

This could include any letter of recommendation a student has received from teachers, employers, community members or friends.

PARENT INVOLVEMENT

This could include a supportive statement from the parents stating that their child has been involved in career planning for postsecondary education and work.

PERSONAL STATEMENT

This could include personal information about the student (e.g. address, phone, height, weight).

WHAT COULD GO INTO THE CAREER PORTFOLIO? (CONT.)

RESUMES

This could include examples to help the student prepare a resumé, or the student's resumé itself.

SCHOOL PROFILE

This could include an informational profile of the school district and high school the student is attending which might be helpful background information for employers or postsecondary institutions.

STUDENT AWARDS AND RECOGNITION

These items could include any in school or out of school awards or recognition the student has received. It might also include specialized licenses or certifications (e.g. child care provider, commercial driver license, etc.)

TEST SCORES

This could include a variety of assessments (e.g. SAT, ACT, ASVAB, PSAT, etc.)

TRANSCRIPTS

This could include transcripts from the high school or other colleges that the student is attending (e.g. postsecondary options).

WORK BASED LEARNING

This could include information on co-op or job shadowing experiences, youth apprenticeship, career day involvement, or Education for Employment activities.

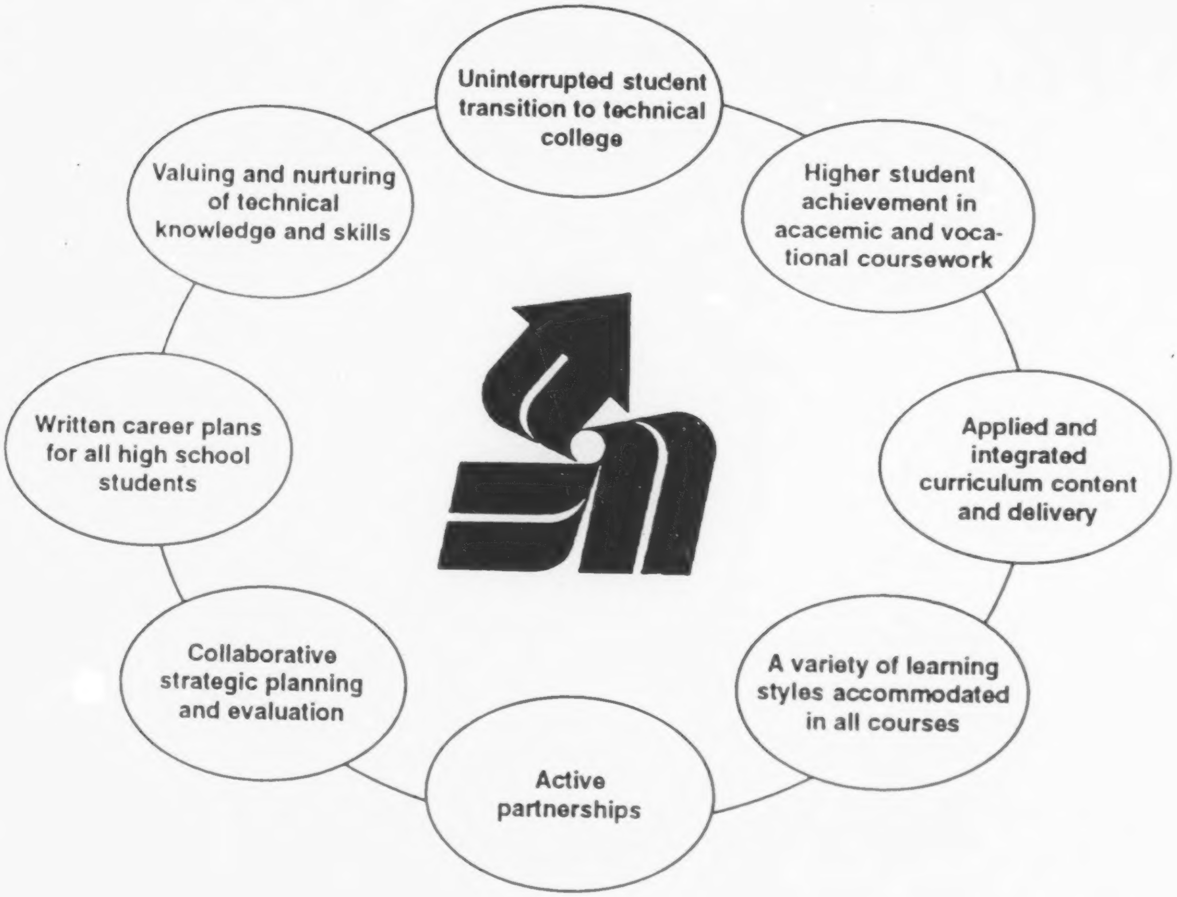
Uninterrupted student transition to technical college
Higher student achievement in acacemic and vocational coursework
Applied and integrated curriculum content and delivery
A variety of learning styles accommodated in all courses
Active partnerships
Collaborative strategic planning and evaluation
Written career plans for all high school students
Valuing and nurturing of technical knowledge and skills

Figure 1
Quality Components for Tech Prep

3. *What type of Career/Student Portfolio should be developed?*

Computer disk:
- * Ease of storage
- * High-tech approach
- * Changing technology (format, capacity, Mfg.)
- * Requires compatability (school, individual, post-secondary)

Folder:
- * WCIS
- * Some storage concerns
- * Get a Life (educational/personal/career)
- * Pathways
- * Discover

Binder:
- * Adaptable to needs
- * Most costly
- * Greatest storage concerns
- * WCIS
- * Hammond and Stevens

SOPHOMORES	BUSINESS
School Activities	Cover Letter
Letters of Recommendation	Resume
Commendations	Attendance Records
Personal Data Page	School Activities
Table of Contents	Personal Data Page
Standardized Test Results	Community Service
Resume	Letters of Recommendation
Report Cards	Commendations
Competency Checklist	Writing Samples
Cover Letter	Standardized Test Results
Writing Samples	Competency Checklist
Attendance Records	Table of Contents
Community Service	Report Cards
Visual Projects	Visual Projects

Source: Hudacek, Jim. *Comparative Study of Student and Employer Perceptions of Portfolio Elements*, 1995.

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WHERE COULD THE CAREER PORTFOLIO BE STORED?

Storage of the career portfolio is an issue that must be addressed in the planning stages of implementing a program. Some districts may choose to have hard copies in a "folder format" and others may utilize computer technology and store information on disks. The following options were suggested by the team of practitioners:

- **ADMINISTRATION**

  Folders or disks could be stored in administrative offices to provide for a centralized location and easy access. This location could also provide for greater confidentiality if that might be a consideration.

- **CLASSROOM**

  Folders or disks could be stored in classrooms if an Advisor/Advisee program is operational. The faculty advisor or mentor could monitor the portfolios and utilize them in the process of educational and career advising.

- **GUIDANCE OFFICE**

  Folders or disks could be stored in the guidance office for easy access by counselors and others. If a career lab is established, they could also be stored there. Career lab practitioners or technicians could monitor the portfolios and provide assistance to students when revising or updating them.

- **LIBRARY**

  Folders or disks could be stored in the library for check-out by students whenever they might be needed. This would provide a central location so that counselors or teachers would have access for the purposes of advising the student.

- **STUDENT**

  Folders or disks could be the responsibility of each individual student. Students could be encouraged or required to keep them in their lockers or at home and brought to school at specified times.

SOUTH MILWAUKEE SENIOR HIGH
FRESHMAN TEAM

1. Introduction and History

Core Team Members	Civics - Ann Ward English - Laura Taylor Math - Mark Hoffman Science - John Cicero
Non-Core Members	F.A.C.E. - Tinka Thompson Guidance - Al Hansis Special Ed. - Collette Kimber

New Members for the 95-96 school year

Spanish - Monica Winterfeld
Vocal Music - Wolfgang Calnin

1. Our Humble Beginnings
   - ✔ The "**Note**" went out
   - ✔ Release time to "**Talk**"
   - ✔ Went to Conferences to "**Learn**" about Integration
   - ✔ Agreed on number of students - 4 Classes, approx. 100 students
   - ✔ **Same Planning Hour is a MUST**
   - ✔ Let the Office worry about the "**How**" of the schedule
   - ✔ Met over summer to "**Plan**"

2. **The First Year?** What we learned.
   - Meeting schedule
     - ★ Elect your chairperson - **Most important**
       The chairperson must keep the meetings on task!!
     - ★ 3 to 5 days per week is very important
     - ★ Decide on Topic for each day
       eg. Tuesday - Lesson Plans
       Wednesday - New Business/Integration Projects
       Thursday - Students/ Intervention
     - ★ Stick to the Schedule
   - Group Dynamics
     - ➔ What goes on and is said "**NEVER**" leaves the room
     - ➔ Be Flexible and Understanding
       You are dealing with many different types of people
     - ➔ Practice Cooperative learning and Problem solving skills
     - ➔ Be responsible and professional with eachother as well as a friend
     - ➔ **DON'T BE AFRAID TO SAY YOU'RE TIRED OR BURNED OUT!!!!**

- **Playing the GAME**
  - You will be scrutinized
  - Keep Positive
  - Bring in as many people as you can
  - Keep selling what you are doing
  - Evaluations - Parents, Students, Team Teachers

3. **Now how do we Integrate all of this stuff?**
   - Map your curriculum on the board
   - What members have the least felxible curriculum?
   - Look for NATURAL CONECTIONS
     connections that are not natural to your units will be forced and cause stress and frustration
   - Start small with a short test and build from your attempts
   - Debrief about each attempt
     Be honest
     Look for the Positives and Negatives
   - **REMEMBER: NOT ALL MEMBERS NEED TO INTEGRATE ALL OF THE TIME!!!**

4. For more information please contact us at the following:

John Cicero - phone - 414-768-6322
e-mail - jcicero@omnifest.uwm.edu
cicero@execpc.com

Ann Ward - phone - 414-768-6322
e-mail - award@omnifest.uwm.edu

or write us at

South Milwaukee Senior High
1001 15th Ave.
South Milwaukee, WI 53172

1994-95 FRESHMAN LEARNING TEAM

SOUTH MILWAUKEE HIGH SCHOOL

First Year Report

I. BACKGROUND INFORMATION

A. Team Members:

John Cicero - Science
Mark Hoffman - Math (Algebra, Pre-Algebra)
Laura Taylor - English
Ann Ward - Civics
Tinka Thompson - Vocational Education
Al Hansis - Guidance Counselor
Collette Kimber - Special Education

B. General Information

* The students were selected randomly among students who had registered for regular Science and English, Algebra or Pre-Algebra and Civics.

* The objective is to ease the transition from Middle School to High School and to facilitate curriculum integration within the four core disciplines and vocational education.

II. Overall Benefits of the Team

All teachers on the team were asked to complete an evaluation of their experience during the first year. The following is taken from their responses:

*The team kept teachers constantly evaluating their teaching performance and methods

*There was a more personal, family-like atmosphere among teachers and students

*Built-in support system for teachers

*Teachers who teach the teamed students in an elective class have a resource among the team teachers for student intervention

III. Scheduling Benefits of the Team

A. Team Meetings

1. The team met three times per week, at a minimum.
2. Team meetings allowed teachers to coordinate the scheduling of tests, quizzes, etc. so students weren't overloaded with work

B. Student Schedules

1. Since all students have "core" classes during the same hours, scheduling was very flexible.

    a. We "flipped" the schedule a few times as the need arose : i.e. instead of 2,3,6,7 the students went to classes 6,7,2,3

V. Curriculum Integration/Coordinated Teacher Lesson Planning

A. Examples of integration that took place this year

1. Week-long, all-team exercise on problem solving involving all four core disciplines and vocational education.
2. Nuclear Policy Unit -Science, Civics
3. Animal Farm (novel) - English, Civics
4. Graphing/Economics - Math, Civics
5. Grammar, writing - All disciplines
6. Cooperative Learning - Taught in one class, used in all four
7. Critical Thinking - taught in one class, used in all four

B. Planned Curriculum integration for next year:

1. Measurement - Math, Science, Vocational Ed.
2. Expanded unit on Nuclear Policy - Science, Civics
3. Problem solving plus one to two more units centered on a common skill
4. Skills "threaded" throughout the five disciplines. Examples: Decision making, problem solving, citizenship.
5. Themes emphasized and "threaded" throughout five disciplines. Examples: Responsibility, respect.

b. We combined 2nd and 3rd hours or 6th and 7th hours if needed.
c. For team projects, we had a bigger block of contact time with students, if needed.
d. Student's lunch hour and study halls coincided with teacher's planning hours - this allowed for more contact time with students.

IV. Student Contact Time

A. Homework Club

1. This was started for student who had homework due for all "core" subjects.
2. Staffed by team teachers after school hours, students with two or more missing assignments from any class were required to attend.
3. More fine tuning on this program is needed.

B. M-Teams, Student/Parent Meetings

1. Student Meetings were more frequent and easier. Students were called in during first hour to discuss discipline problems or overall school problems with all four teachers.

2. M-Teams were held during first hour with all teachers in attendance.

3. Parent meetings were held first hour with all teachers in attendance, including the guidance counselor.

4. Behavior and academic problems with dealt with swiftly because of the team arrangement.

VI. Problem Areas to Address

A. Placement of students in classes

1. Students who needed to repeat a class were not included in the team. This meant that other teachers classes were filled with repeaters. This will be addressed next year by adding repeaters to team classes.

B. Vocational Education Integration

1. Since Voc. Ed. classes are electives, it was not possible under the current system to make sure all Voc. Ed. students had the same four "core" teachers. This needs to be addressed if we are to truly integrate Voc. Ed. into the team curriculum.

CRITICAL THINKING

1. DEFINE PROBLEM/QUESTION
2. POOL OF KNOWLEDGE/BRAINSTORM (LIST EVERYTHING YOU KNOW ABOUT THE TOPIC)
3. CATEGORIZE/ORGANIZE
4. SOLUTION/ANSWER
   WRITE ABOUT THE TOPIC

COOPERATIVE LEARNING RULES

1. Everyone has an equally important role

2. Everyone is responsible for the final product

3. No one may ask the teacher a question unless the whole group has the same question

4. Use Group Voices

	CIVICS	ENGLISH	MATH	SCIENCE
DAY 1	ADMIN.	ADMIN.	ADMIN.	ADMIN.
DAY 2	PRETEST	COMPUTER LAB ↓	COOP. - RULES & ROLES NOSE PROB.	PRETEST
DAY 3	MURDER MYSTERY	↓	HANDSHAKE PROB. STREAMER PROB.	DISCUSS TEST ASSIGN LAB GROUPS
DAY 4	INTRO TO CRITICAL THINKING	ESSAY	TRANSVERSAL PROB. ZODIAC PROB.	NAIL LAB C.L.
DAY 5	QUESTIONING	GRAMMAR ACTIVITY	REVIEW & QUIZ	EVALUATE LAB
DAY 6	ORGANIZATION		PRETEST	BEGIN SAFETY

Integrating Task

1. Whatever the size of your group, begin by mapping your curriculum for the first quarter. (This simply means to list your main units in order).

2. Look for "Natural Connections" where your curriculum coincides with the other members of your team.

3. Discuss how you could build on these Connections to make them stronger.

4. TASK: Develop an Intergrated lesson.

Topic:

Subjects:

Number of Days for lesson:

Explain your Integrated lesson:

Rubric for Integrating Task

Lesson: ____

Subjects in the lesson: ______________ ______________

______________ ______________

______________ ______________

We have...

_____ Mapped curriculum and found Natural Connections

_____ Decided on a lesson topic

_____ Decided on depth of integration

_____ Decided on number of class hours for lesson

_____ Decided on an evaluation tool or project

_____ Broken down lesson for each teacher

_____ Met to discuss logistics of project

_____ Completed lesson

_____ Graded projects or tasks

_____ Debriefed about positives and negatives from lesson

_____ Began planning next lesson

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Subjects in the lesson: ____________ ____________
____________ ____________
____________ ____________

We have...

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______ Decided on depth of integration
______ Decided on number of class hours for lesson
______ Decided on an evaluation tool or project
______ Broken down lesson for each teacher
______ Met to discuss logistics of project
______ Completed lesson
______ Graded projects or tasks
______ Debriefed about positives and negatives from lesson
______ Began planning next lesson

TOGETHER
EVERYONE
ACCOMPLISHES
MORE

PROJECT
1994

SOUTH MILWAUKEE FRESHMAN TEAM

PROJECT SCHEDULE

ER

TUESDAY 12/13	WEDNESDAY 12/14	THURSDAY 12/15	FRIDAY 12/14
1. HAND OUT PACKETS	1. ICE BREAKER	1. ICE BREAKER	1. REPORT TO ROLES
2. REV GROUP RULES	2. REVIEW TODAY'S SCHED.	2. REVIEW TODAY'S SCHED.	IN SEPARATE ROOMS
3. DISCUSS EXPECTATIONS	3. PROGRESS REPORTS	3. PROGRESS REPORTS	2. COMPLETE WRITING
4. ICE BREAKER			FINAL PROJECT
			3. DISCUSS REPORTS
1. CHOOSE GROUP NAMES	1. SEPARATE INTO ROLES	1. INSTRUCTION ON	1. REPORT TO LIBRARY
2. DISCUSS SCHEDULE	2. WRITE OUTLINES	CUMULATIVE OUTLINE	WITH ORIG GROUPS
3. DISCUSS ROLES	3. EVALUTE OUTLINES	2. WRITE C. O. IN GROUPS	2. REPORT (5 MIN EACH)
4. STDNTS READ PRBLEMS	IN GROUPS	3. EVALUATE ROUGH DRAFTS	3. INDIVIDUAL WRITTEN
			SUMMARIES
1. GROUPS DISCUSS PROBS	1. RETURN TO ROLES	1. RETURN TO ROLES	1. QUIZZES (20 MINUTES)
2. PICK TOP THREE	IN SEPARATE ROOMS	IN SEPARATE ROOMS	2. EVALUATIONS
3. SIGN UP FOR PROBS	2. WRITE ROUGH DRAFTS	2. REWRITE OR FINISH	3. ASSEMBLE REPORTS IN
4. GROUPS DISCUSS ROLES		ROUGH DRAFTS	PORTFOLIO FORM
5. CHOOSE ROLES		3. EVALUATE IN GROUPS	
1. GROUPS SEPARATE	1. WRITE ROUGH DRAFTS	1. WRITE FINAL PROJECT	1. TEAM DISCUSSION
INTO 4 ROLES FOR	2. EVALUATE WORK IN	2. SELF-EVALUATION	
INSTRUCTION	GROUPS	AND SUMMARY	
CAREERS: LIBR	3. SELF-EVALUATION		
MATH: 222	AND SUMMARY		
SCIENCE: 106			
CIVICS: 226			
2. SELF-EVALUATION			
AND SUMMARY			

PROJECT PROBLEMS

1. Your family has decided to build a swimming pool in your backyard. You will have a few things to consider before starting your construction. Answer the following questions to help you get ready:

C: What procedures would you need to follow to obtain a permit to build your pool? What laws do you need to be aware when building? What part of the constitution gives the city the right to restrict the size of your pool?

M: Your yard is 80 feet wide and 100 feet long. You would like a 10 foot wide walkway all around your pool. What will the length and width of the pool be if you use up all of the available space in the yard. What will the perimeter be? What area will the pool cover?

S: Due to the size of the bricks involved, you will need to cut the bricks to build the corners of your pool. Describe the type of force required to cut the brick in order to obtain a clean and accurate cut. Discuss why bricks break the way they do. How does surface area affect force?

2. You are driving a truckload of furniture from Milwaukee to Toronto, Ontario, Canada. During the trip, you travel 600 miles on American soil and 400 kilometers on Canadian soil to reach your destination. You travel straight through with only short breaks for gas, food and toll booths. The trip takes you 15 hours and you use 48 gallons of gas.

M: Compute your gas mileage in miles per gallon and liters per kilometer? What is your average speed in miles per hour and kilometers per hour?

S: What are the forces that will affect your average speed and how will they affect it? Where are the three types of friction found in this problem? How are speed and acceleration affected by friction?

C: You are required to pay a toll at 6 toll booths in Illinois. For what is this money used? Why doesn't Wisconsin have toll booths? What part of the Constitution allows states to assess these tolls?

3. You and your band have been asked to play at your block party this year. You will be paid 20% of the total money collected at the block party raffle. On the day you play, the temperature is a pleasant 20° C.

M: If the total money collected at the raffle is $112, how much will your band be paid? Write an equation to find total profit if your expenses are $10. Use the equation to find the profit?

S: Your grandma lives nearby and she hears the first drumbeat 5 seconds after you actually start playing? Why is this? How far away does she live? What forces of nature would cause her to hear the beat sooner? A neighbor who lives on the next block calls the police to complain that your "noise" is bothersome. How will you defend yourself that you are playing "music" and not just making "noise."

C: What rights does the neighbor have? What procedures would you take if you wanted to change a law that prohibited you from playing?

4. You are driving late at night along a country road at a speed of 60 mph where the speed limit is 50 mph. Suddenly, you see a deer about 100 feet ahead and slam on the brakes. Unfortunately, it was too late and you hit the deer killing it and ruining the front of your car.

S: What forces are involved in stopping your car? Why doesn't your car stop as soon as you hit the brakes? What would happen to you if it did? Use Newton's laws of motion and moving objects to explain your answers.

C: What governmental agencies are you required to contact to report the accident? Why? Upon arriving at the scene of your accident, would a police officer have the right to search your car for alcohol or drugs? What rights do you have to protect you in this case?

M: Calculate your total stopping distance based on your speed. If the deer was 150 feet ahead, would you have still hit it? Based on the evidence at the scene, could the officer issue you a ticket for speeding? Why?

5. You are working at a construction site. Your job is to demolish an existing structure so that you can build a brand new office building. You are in charge of operating the wrecking ball that will do the job. Because the structure is small, you will simply raise the wrecking ball 40 feet above the structure and let it drop.

S: What is gravity? Describe accelleration due to gravity. How do these affect the force of the wrecking ball on the structure?

M: Call a construction company to find the weight of a typical wrecking ball. Use this information to calculate the mass of the ball. Then use Newton's 2nd law of motion to calculate the force of the ball on the structure.

C: Upon completion of the job you step out of the vehicle and twist your ankle on another worker's lunch pail. Who is liable? What is liability? What government laws and/or agencies protect you if you miss time due to your injury?

6. You are working at a local hospital as a nurse. Mrs. Jones in Room 211 is one of your patients. She is currently on a life support system. She is hooked up to one machine which assists her lungs and another which assists her heart. She is also being fed through a feeding tube. All of these machines are on the same circuit.

M: Mrs. Jones tube feedings consist of a mixture of a liquid vitamin supplement and water. Her doctor has ordered that for every 3 ml of supplement you will need to mix in 1 ml of water. If one order of supplement consists of 240 ml, how much water will you need to mix into the solution to complete the doctor's order. Write a proportion to solve this problem.

S: Define both series and parallel circuits and discuss which is the better circuit for Mrs. Jones' life support system. What would happen if her system were on a series circuit and her tube feeding shut down? What would happen if it were on a parallel curcuit? Diagram the circuit that you think would be the best one for this problem.

C: Mr. Jones' insurance has run out and he wants to take his wife off life support. Discuss the current laws affecting his decision. What are his rights? What are Mrs. Jones' rights? Research and write a half page summary of a similar case to support you answer.

MATHEMATICS REQUIREMENTS

For this section you will write a 1-2 page paper describing your problem and the process involved in solving it. Your paper will have four parts which will essentially parallel the four step problem solving process we used in math class. The following is a description of those four parts:

1. **INTRODUCTORY PARAGRAPH:** This part of your paper will start with a topic sentence which describes the purpose of this part of the project. Then include a short restatement of the problem **in your own words.** Finally, briefly summarize the methods you plan to use to solve this problem.

2. **DESCRIPTION OF YOUR METHODS:** This part of your paper will include all of the important information necessary to solve the math part of the problem. Start with a short restatement of the methods you plan to use. Then, if you are writing an equation, define all of your variables and what they represent. If you are doing a number of different calculations for one problem, be sure to mention that and explain why each calculation is important to your project. Finally, state the actual equation or equations you will use to solve your problem.

3. **SOLVING THE PROBLEM:** This part of your paper will include the solutions to each of your equations. Start with a statement of what each calculation will provide. Then, solve your equations **showing all of your work.** Include a description in words of what you are doing mathematically (i.e. To solve this equation I started by subtracting 3x from both sides. Then, . . .). Show a math check of your work. Complete this section by stating your answer within the context of the project (i.e. The train was moving at a rate of *40* mph.)

4. **CONCLUSION:** This section will wrap all of your work together. Start with a brief summary of the steps you used to get your answer. Then, include the following:
1) a statement of something that went well with your work;
2) a statement of something with which you had difficulty and what you did about it;
3) and a statement of what you could have done differently with your project.

Paper Requirement for Science Section of Project

You will follow the form for a 5 paragraph essay with a few alterations:

Paragraph #1	This paragraph will explain the main areas that you will use to answer the Science questions eg. Forces (Newtons laws of Motion or Friction)
Paragraphs #1-3	(more may be needed if you have more than three parts to your question) These paragraphs will start with the question and then explain the answer in detail and state where you found the information for the answer.
Conclusion	Restate the main areas that you used to answer the questions Summarize the paper Explain what you learned by doing this paper

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CIVICS PROJECT GUIDELINES

Use your critical thinking process to write the final portion of your paper.

1. Introduction: The introductory paragraph should include a statement of the problem (s) (define the problem). You should re-state the questions you were answering and explain them.

2. Body: The body of your paper should include a paragraph explanation of each question that you answered. You should state the following in each paragraph:

   1. The solution (answer) to the question -Example: What is liability? Define liability and explain situations in which liability is an issue.

   2. How you found the answer to the question - Did you call someone? Did you use a particular resource? (Book, magazine, newspaper)

   3. Describe how this relates to the problem.

3. Conclusion: Your last paragraph should include a summary of your work, along with your opinion about the issue. Include your thoughts about how the government can change or improve the laws or regulations that you researched.

Grading Sheet for Project #1 **Project Grade** ________________

Group members ________ Section of project

______________________ ______________________

______________________ ______________________

______________________ ______________________

______________________ ______________________

Math Section

Possible points ____________ Points received ____________

Comments:

Civics Section

Possible points ____________ Points received ____________

Comments:

English Section

Possible points ____________ Points received ____________

Comments:

Careers Section

Possible points ____________ Points received ____________

Comments:

Science Section

Possible points ____________ Points received ____________

Comments:

Total Possible points ____________ Total Points received ____________

Project #1 Quiz

1. What is the perimeter of a pool that is 60 feet long and 80 feet wide?

2. What is the area of a yard that is 80 feet wide and 100 feet long?

3. Explain how the term elasticity applies to this problem.

4. How do force and surface area fit together to break the brick correctly?

5 Why do people need permits to build swimming pools?

6. What level of government issues building permits?

7. List two sources of information on careers.
    a)
    b)

8. There are two different numbers for looking up careers.

TRUE FALSE

Project #2 Quiz

1. How many miles are in 400 kilometers?

2. If a trip takes you 16 hours and you travel 600 miles, what is your rate?

3. How are speed and accelleration affected by friction?

4. Give a positive and a negative example of each type of friction found in a car or while driving.

5. Is a toll a form of a tax? Why or why not?

6. For what is the money from toll booths used?

7. List two sources of information on careers

   a)

   b)

8 There are two different numbers for looking up careers

TRUE FALSE

Project #3 Quiz

1 What is your income if your profit is $43 and your expenses were $89?

2. If you will be paid 25% of the total income, what is your pay if the total income is $160?

3. Describe how sound travels from your instrument to your grandma's ear

4. Explain the problem of defining both noise and music.

5. Why are there laws against noise pollution?

6. List the first three steps you would take to change a law on noise pollution.

a)

b)

c)

7. List two sources of information on careers.

a)

b)

8 There are two different numbers for looking up careers.

TRUE FALSE

Project #4 Quiz

1. What is the formula for Stopping Distance?

2. The Reaction Distance of a car is approximately equal to what?

3 What forces are involved in stopping your car?

4 Explain all of the things affected by inertia in a moving car.

5. What government agencies would you contact to report this accident?

6. Explain the laws that protect you from an illegal search.

7. List two sources of information on careers

a)

b)

8. There are two different numbers for looking up careers

TRUE FALSE

Project #5 Quiz

1 What is the formula associated with Newton's 2nd law of motion?

2. If the force required to destroy a structure is 500N, what is the mass of the object being dropped on the structure?

3 Explain gravity

4. How would changing the amount of gravity affect the wrecking ball?

5. What is liability?

6. Why do we have laws concerning liability?

7. List two sources of information on careers

a)

b)

8 There are two different numbers for looking up careers

TRUE FALSE

Project #6 Quiz

1 If the doctor had ordered 3 ml of supplement for every 2 ml of water, how much water will you need to mix with 240 ml of supplement?

2. What is the ratio of supplement to water (in lowest terms) if you mix 60 ml of water with 240 ml of supplement?

3. Explain both series and parallel circuits

4 Diagram both circuits on the back.

5. What are the laws Mr. Jones has to follow to take his wife off life-support? Who makes these laws?

6. How can Mrs. Jones prevent her family from breaking any laws?

7. List two sources of information on careers.
   a)
   b)

8 There are two different numbers for looking up careers.

TRUE FALSE

WORK SESSION ON INSERVICE AND STAFF DEVELOPMENT

Work Session Outcome

You will develop a plan to plan inservice and staff development opportunities for your school district.

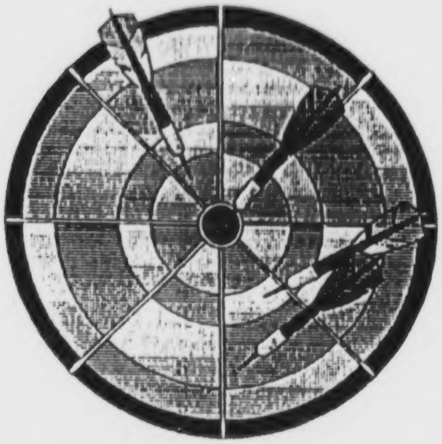
Work Session Objectives

1. To reinforce your understanding of critical components of S-T-W and relationship with Applied and Integrated Curriculum leading to appropriate inservice and staff development program.
2. To understand the characteristics and process for developing inservice and staff development opportunities.

Resources and Reference Materials

1. School-to-Work Components
2. Staff Development
3. Bibliography
4. Planning materials

ACTION PLANNING GUIDE



YOUR TASK

Using this planning guide you will develop at least one inservice activity and one staff development program during this work session. Your plan should clearly describe the process and product for each activity.

Your planning process should take into consideration those characteristics of successful inservice and staff development program which lead to better understanding, new skills and competencies.

Your plan should be achievable within the next year.

1. Considering your existing school district School-to-Work leadership structure, determine your preferred outcome: What results do we want to achieve? What is the desired product?

2. Who can help to achieve the outcome? Who can hinder?

Who can help to achieve the outcome?	Who can hinder?

3. What planning will be needed?________________

4. What resources are likely to be needed for this planning? (e.g. time, expertise, dollars, technologies)________________

5. Who needs to be involved in order to achieve the outcome? How? When?

Who	How	When

6. What resources are needed to facilitate involvement?

7. What are the training needs?

Who	What	When	How

8. How will we measure success at achieving our outcome? (e.g. criteria, benchmarks, data, processes)

9. What resources will be needed for training and evaluation?

10. What barriers/challenges/obstacles may get in the way of making our changes? How will we address these barriers?

11. What will be our **first step** when we return home to begin to implement the identified outcomes?______________________

____

____

____

Signature:______________________________ Date:______________

SCORING RUBRIC FOR STAFF DEVELOPMENT AND INSERVICE WORKSHOPS

Level IV Developed an action plan-to-plan for inservice and staff development opportunities which are achievable and will increase the competencies of professional staff. Clearly understands the connection of School-to-Work components with Applied and Integrated Curriculum. Has demonstrated competencies and has been involved in School-to-Work curriculum development prior to the workshop. Developed more than three planning objectives for staff development during the work session. Plans have become part of conference portfolio.

Level III Developed a plan for planning staff development and inservice activities that is achievable for next year. Participated in the work session and understands the "fit" of components of School-to-Work with Applied and Integrated Curriculum. Is at Level III or IV in involvement with Applied and Integrated Curriculum. Plans have become part of conference portfolio. Developed three planning objectives.

Level II Attended and participated in the staff development work session. Is at Level II or III in understanding and involvement of School-to-Work and Applied and Integrated Curriculum activities. Developed a limited action plan for inservice and staff development activities including some of the components of School-to-Work.

Level I Attended the work session. Is at Level I relating to experience with School-to-Work components. Understanding of the integrating of curriculum limited. Not clear on how inservice and staff development opportunities support curriculum improvement.

TRADITIONAL STAFF DEVELOPMENT MODEL

"ONE-SHOT"

ADD - ON

LIMITED FOLLOW UP

ISOLATED

FRAGMENTED

"SIT & GIT"

AWARENESS LEVEL

NOT COORDINATED

NON-CONTEXTUALIZED

INCOMPLETE AUDIENCE

IRRELEVANT

EFFECTIVE STAFF DEVELOPMENT MODEL

ON GOING

SUFFICIENT FOLLOW-UP & COACHING

INTEGRATED & CONTEXTUALIZED

TIED TO ORGANIZATIONAL DEVELOPMENT

IMPLEMENTATION FOCUS

PLANNED & MEASURED

SUFFICIENT RESOURCES

PARTICIPANT INVOLVEMENT

RESEARCH BASED

OUTCOME BASED

FROM RECRUITMENT TO RETIREMENT

SUCCESSFUL STAFF DEVELOPMENT

COLLEGIALITY & COLLABORATION

EXPERIMENTATION & RISK TAKING

INCORPORATION OF AVAILABLE KNOWLEDGE BASES

APPROPRIATE PARTICIPANT INVOLVEMENT:

goal setting	implementation
evaluation	decision making

TIME TO WORK ON STAFF DEVELOPMENT & ASSIMILATE NEW LEARNING

SUCCESSFUL STAFF DEVELOPMENT

LEADERSHIP & SUSTAINED SUPPORT

APPROPRIATE INCENTIVES & REWARDS

DESIGNS BUILT ON PRINCIPLES OF ADULT LEARNING & CHANGE PROCESS

INTEGRATION OF INDIVIDUAL GOALS WITH SCHOOL & DISTRICT GOALS

FORMAL PLACEMENT OF PROGRAM WITHIN PHILOSOPHY & ORGANIZATIONAL STRUCTURE OF SCHOOL & DISTRICT

FOUNDATIONS OF ADULT LEARNING

I. TIME IS LIFE

The older we become, the more precious is our time. Training that is not immediately useful, is frivolous, or simply does not apply robs us of that precious commodity... time. Always ask yourself, why am I asking my audience to learn this; how will they use this; what is the most time-efficient and effective way to teach this; how can I assist my audience in applying this to an immediate need?

II. ADULTS' ORIENTATION TO LEARNING IS LIFE-CENTERED

Adults are people who have decisions to make, problems to solve, tangible things to lose and who are replaceable on their jobs. Learning strategies must be designed to address real life problems and decisions. However, though problem-centered, the training must be concerned with gain (i.e., solutions, confidence, and professional growth), not proving inadequacy.

III. ADULTS ARE MOTIVATED TO LEARN AS THEY EXPERIENCE NEEDS AND INTERESTS THAT LEARNING WILL SATISFY

Adults are people who can skip certain basics, who own their desire to learn, and who are intrinsically motivated to involve themselves in the learning process when the content is valuable to them. The learning itself is motivating as long as it serves to satisfy a felt need. Thus, training must be need-based.

IV. EXPERIENCE IS THE RICHEST RESOURCE FOR ADULTS' LEARNING

Adults have valid experiences that contribute to new learning. They bring those experiences with them wherever they go. Their experiences may be positive or negative but either way, provide insight for the development of new competencies. Good training programs provide opportunities to help adults convert experience to new learning; help put positive and negative experiences into a perspective for learning; and provide time for reflection, discussion and collaboration around the participants' experiences.

V. ADULTS HAVE A DEEP NEED TO BE SELF DIRECTING

Adults are people who have well developed reflexes toward being told what to do. Adults are fully capable of being in charge of their own learning. They understand the value of work and take pride in their abilities. Most adult learners have developed the cognitive capacities and preferences for higher order thinking which is facilitated by opportunities for self-direction, analysis, discussion, creativity, synthesis, and collaboration. Higher order thinking cannot be mandated. To accommodate adult cognition, all for independent study, analytical discussions, creative problem solving and choice.

VI. INDIVIDUAL DIFFERENCES AMONG PEOPLE INCREASE WITH AGE

Adults are preoccupied; have set values, attitudes, and tendencies; hear what they want to hear and discard the rest; are not always as they appear (emotionally); unpredictably find the foundations of their lives stripped away; have concerns that change as they more through life.

VII. CHANGE INVOLVES MORE THAN DOING SOMETHING DIFFERENTLY

Adults have stable value systems that may make change and acceptance of new viewpoints more difficult. Additionally, changing a procedure, process or product in which one has ownership can be painful. Learning is change, and given the appropriate set of circumstances, adult learners will accept the responsibility to direct their own change/learning.

VIII. ACTIVITY, INVOLVEMENT AND PARTICIPATION LEAD TO A CLIMATE OF MUTUAL RESPECT AND OPEN OPPORTUNITY FOR LEARNING

Because of the tremendous variety of experience, knowledge, and ideas that adults possess, designing a training program in which lecture is the sole source of information, is insulting at best. A one-way training program does not allow the participants to share the expertise they bring with them. The message is clear ... "I'm the expert and you are not." With this time, there is no mutual respect and the climate for learning becomes closed and oppressive.

IX. ADULT BODIES HAVE SPECIAL NEEDS

The physical setting of the learning environment influences the comfort level of the learners. Adults, in particular, have unique physical needs: they have personal habits that need accommodation (coffee, cigarettes, etc.); they have personal tastes, preferences, and intolerances (food, air quality, language, etc.); their bodies are subject to the stress of gravitational pull (comfortable chairs, breaks, etc.); adults' hearing and sight may be less than adequate (and they probably won't tell you about it). Be prepared for any number of physical needs that your learners may bring with them.

X. LEARNING THAT IS FUN LASTS LONGER

"Fun" can mean many things in the field of learning. For adults, learning that stimulates their thinking, creates interpersonal ties, incorporates good humor, and commands creativity is fun. It is not fun to sit and listen to one person for more than 30 minutes at a time, or to learn a list of facts and repeat them back, or to engage in any activity repeatedly. Variety, collaboration, social interaction and problem solving are necessary for fun learning.

SEYMOUR COMMUNITY SCHOOL DISTRICT
PLAN FOR IMPROVEMENT
SEPTEMBER 15, 1987

Organizating the system to facilitate the vision in a culture of change

As part of the Seymour Community School District Plan For Improvement the Superintendent and School Board consider as their major goal the creation of a school culture founded in the following concepts.

SYSTEMS THINKING

- **Management controls how the system is configured**
- **Design of the system controls the outputs**
- **All systems have interrelated sub-systems**

CONSTANCY OF PURPOSE

- **A vision of what is important to the district is essential**
- **The vision must be shared and understood by all**
- **The vision will evolve over time**
- **Mission, vision and values and goals are tools**
- **The vision must permit local decision making**

CONTINUOUS IMPROVEMENT

- **For improvement to take place behaviors and values must change**
- **All players must be aware of the change process**
- **Continuous improvement requires a Plan-Do-Act cycle**
- **Management, teachers, support staff and teams stress continuous improvement**
- **Learning and continuous improvement is valued by the board**
- **Strategic planning is utilized as part of the improvement plan**

SITE-MANAGEMENT AND TEAMWORK

- **People create change**
- **Most improvement occurs in teams or units**
- **New skills are required**
- **Fear must be eliminated**
- **Teachers must be empowered and held responsible for their outcomes**
- **Most decisions must be made at the site**

QUALITY

- **Quality is judged by the customer**
- **Quality must be measured to improve**
- **Statistical methods must be employed to measure quality**
- **In the absence of analysis "improvements" may actually worsen the system**
- **Quality includes function, cost, time and morale**
- **Quality includes doing the right things and doing things right**
- **All employees must analyze their performance**

CUSTOMER FOCUS

- Customers must be served if the systems goals are to be met
- Different kinds of customers exist
- Value for customers is created through relationships

The Seymour Community School District is committed to building and sustaining positive learning experiences where all students develop essential skills for living in a changing world..

PART III STAFF DEVELOPMENT DESIGN

The Seymour Community School District Board of Education recognizes the vital importance of a cooperatively planned and well-executed professional staff development program. Most important to this belief is the integration of a staff development program within the fabric of the educational organization. This fabric is defined by the District Vision and Mission, which includes site-based management concepts, coordinated curriculum development and district-wide assessment.

Basic Criteria for Staff Development Program

The Board:

- believes that the development of the district's human resources should be given top priority in both budget and time.
- believes that the Staff Development Program must be a systematic and on-going program designed to meet the continuing personal and professional needs of the staff.
- believes that the Staff Development Program must reflect the vision, mission and goals of the district.
- believes that the program must help staff members develop specific knowledge, skills and beliefs to successfully implement district programs.
- believes that the program must foster and nurture team building and site-based leadership practices at all levels.
- believes that the program must encourage effective decision making and provide motivation for quality program improvement.
- believes that the Staff Development Program must both reflect the needs of the organization and the needs of the individual.

The Staff Development Organization and Process shall be under the direction of the district's Curriculum Staff/Development Director. However, staff development programs will be initiated at all levels within the organization. The District Steering Council will be part of the approval process for all district-wide initiatives designed to fill major district goals. The Site-Based Teams shall be instrumental in the development and organization of building level staff development initiatives. Staff development opportunities directly related to curriculum shall be reviewed by the Curriculum Coordinating Committee that is directly responsible for specific content area. Yearly, the Board of Education Committee on Education shall review, revise and recommend major staff development initiatives to the Board of Education. It is recognized that from time-to-time it will be necessary for the organization to provide special in-service opportunities for specific issues or concerns.□

PART II CURRICULUM DESIGN

The school board supports the development of a coordinated K-12 curriculum that promotes the district vision while enhancing the learning environment for students. Courses of study shall be submitted to and approved by the Board of Education as recommended by the administration, Curriculum Coordinating Committee and District Steering Committee. Course study guides must contain an outline of course objectives, content methodology, resources and evaluation procedures. The Curriculum Coordinator/Staff Development Administrative Assistant shall be responsible for coordinating the development of curriculum. All curriculum must meet the requirements of the Wisconsin Educational Standards.

BASIC CRITERIA FOR CURRICULUM DEVELOPMENT

The Board:

- promotes curriculum structure that facilitates the growth of individual learners.
- desires a curriculum that maintains a balance between vocational and academic needs.
- promotes a curriculum that provides for the development of basic skills in mathematics, communications, science, social studies, career development, technology, arts and humanities.
- promotes coordination in the development of curriculum, both horizontally between schools and vertically between grades.
- promotes the development of a curriculum that provides for students the competencies, knowledge and attitudinal development necessary for functioning in the adult world.
- promotes a curriculum developed by staff that provides sufficient latitude for individual teacher creativity, innovation and motivation.
- promotes the development of a curriculum that is free from discrimination and prejudice.
- promotes a curriculum which requires student competency demonstrations.
- Promotes a curriculum that reflects state and national goals.

The Curriculum Review Process shall be conducted over a six year period (see Exhibit). The Committee shall be engaged with the District Steering Committee for two years of review and planning. During the remaining four (4) years curriculum oversight for implementation shall be the responsibility of the teachers, Curriculum Director and appropriate area administrators. During the active two (2) years the Curriculum Coordinating Committee shall: (1) review and evaluate the curriculum, (2) revise and restructure the curriculum based on the past performance (evaluation), district vision and perceived future needs and produce a curriculum guide, (3) communicate and coordinate the curriculum horizontally between buildings and vertically between grades, (4) select appropriate materials needed for curriculum implementation, and (5) provide a written plan to be used during the implementation phase. During the four (4) year implementation phase the staff will focus their action on instituting the plan and developing the staff. The Board recognizes that from time-to-time it may be necessary to reactivate a committee during the four (4) year implementation stage. If this is necessary the structure will be provided by the Director of Curriculum and Staff Development.□

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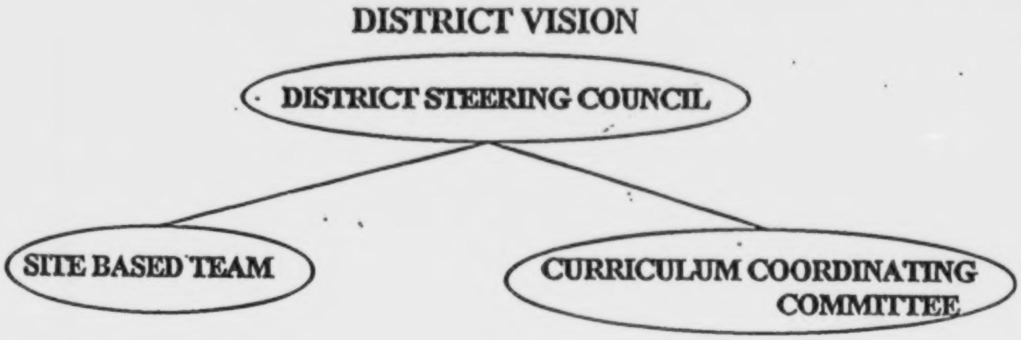
CURRICULUM AND STAFF DEVELOPMENT
PART 1 SYSTEM DESIGN

The Seymour Community School District Board of Education encourages the development of programs (curriculum) and human resources (staff) to support the District's Vision.

DISTRICT VISION

The Seymour Community School District is committed to building and sustaining positive learning experiences where all students develop essential skills for living in a changing world.

In order to fulfill the goal of creating a sequential and vital curriculum supported by a quality staff development program, the school board has created an organizational design which encourages staff input and involvement. The process of curriculum improvement and staff development shall center around a shared district vision. As part of this improvement plan a District Steering Council (D.S.C.) shall be established to coordinate the district's curriculum and staff development program. Site Based Teams (S.B.T.) shall be organized at each building to provide the structure, support and input for building level initiatives, with system wide Curriculum Coordinating Committees (C.C.C.) providing the support for district level K-12 curriculum structure and materials adoption. This organizational structure has been designed to provide a system for making decisions and recommendations.



ASSESSING ORGANIZATIONAL NORMS THAT IMPACT PROFESSIONAL DEVELOPENT*

Please evaluate your school after having read or listened to the descriptors of the twelve cultural norms.

1. COLLEGIALITY	High .... Low
2. EXPERIMENTATION	High .... Low
3. HIGH EXPECTATIONS	High .... Low
4. TRUST AND CONFIDENCE	High .... Low
5. TANGIBLE SUPPORT	High.. Low
6. REACHING OUT TO THE KNOWLEDGE BASES	High.. Low
7. APPRECIATION AND RECOGNITION	High.. Low
8. CARING, CELEBRATION, AND HUMOR	High.. Low
9. INVOLVEMENT IN DECISION-MAKING	High.. Low
10. PROTECTION OF WHAT IS IMPORTANT	High.. Low
11. TRADITIONS	High.. Low
12. HONEST, OPEN COMMUNICATION	High .... Low

*Source: Sapier, Jon and King, Matthew, "Good Seds Grow in Strong Cultures," Educational Leadership, March, 1985.

1. COLLEGIALITY

"In this school the professional staff help each other. We have similar challenges and needs and different talents and knowledge. When I was having problems with cliquishness among the girls, I brought it up at lunch and got some excellent ideas from other teachers. I wasn't afraid to bring it up because I know people here are on my side. It isn't everyone for him/herself and just mind your own business.

I think our staff are darn good at what they do. I know I can learn from them and believe I have things to offer in return. Sometimes we evaluate and develop curriculum and plan special projects together...

Teaching each other sometimes requires more time than expert-led workshops, but it allows us to work together on a significant project. Similarly, our staff development programs - organized around topics important to us - allow us to exchange ideas. In this school we resist the notion that teaching is our 'second most private activity'."

2. EXPERIMENTATION

"Teaching is an intellectually exciting activity. Around here we are encouraged by administrators and colleagues to experiment with new ideas and techniques because that is how teachers and schools improve.

And we can drop experiments that do not work and be rewarded for having tried. We are always looking for more effective ways of teaching. Just last year we published a booklet with short descriptions of new ideas tried in classrooms. One teacher, for example, shared how she used jigsaw activities to do cooperative learning in social studies."

3. HIGH EXPECTATIONS

"In this school the teachers and administrators are held accountable for high performance through regular evaluations. We are specifically expected to practice collegiality and to experiment with new ideas. We are rewarded when we do and sanctioned if we don't.

Our continued professional development is highly valued by the school community. While we often feel under pressure to excel, we thrive on being part of a dynamic organization.

4. TRUST AND CONFIDENCE

"Administrators and parents trust my professional judgment and commitment to improvement - no matter how effective I already am - and show confidence in my ability to carry out my professional development and to design effective programs, services, and instructional activities.

We are encouraged to bring new ideas into our classes and are given discretion with budgets for instructional materials."

5. TANGIBLE SUPPORT

"When I need help to improve my instruction, people extend themselves to help me with both time and resources. Indeed, when resources become scarce, professional development remains a priority.

Around here people believe the professional knowledge and skills of teachers are so important to good schooling that developing human resources is a high and continued commitment.

Despite financial constraints, we still have opportunities for professional development."

6. REACHING OUT TO THE KNOWLEDGE BASE

"There are generic knowledge bases about teaching skills and how students learn; about teaching methods in particular areas; about young people's cognitive and affective development, and about each of the academic disciplines. These knowledge bases are practical, accessible, and very large.

Teachers and administrators are continually reaching out to these knowledge bases to improve their teaching and supervision."

7. APPRECIATION AND RECOGNITION

"Good teaching is honored in this school and community. The other day I found a short note from the principal in my mailbox:

'When Todd and Charley were rough-housing in the hall, you spoke to them promptly and firmly yet treated them maturely by explaining the whys of your intervention. It really makes our grown-up talk about respect mean something when teachers take responsibility for all kids the way you do.'

She just observed that incident for a moment, yet took the time to give me feedback (Somehow it had more impact in writing, too.) Things like that make me feel there is a real value placed on what I do with students."

8. CARING, CELEBRATION AND HUMOR

"There are quite a number of occasions when we show our caring for each other and awareness of significant events in each others' lives, as well as celebrating benchmarks in the life of the school. For example, periodically, someone arranges a party with goodies for a staff member celebrating a special event. We often have these short but satisfying little gatherings in the teacher's room before the kids come in.

There is a lot of humor and laughing together in this school.

9. INVOLVEMENT IN DECISION MAKING

"I am included in certain meaningful decision-making processes in this school, especially when they directly affect me or my kids. That doesn't mean I am consulted on all policies or decisions; but to tell you the truth, I don't want to be - I'd never get all of my own work done.

But when I am consulted, it's not a phony gesture; my input is taken seriously. And there are mechanisms open for me to raise issues. I don't always get people to buy into my issues, or even ask them to. But when I do, the issues are treated seriously and I am esteemed for bringing them up even if my solutions do not carry the day."

10. PROTECTION OF WHAT IS IMPORTANT

"Administrators protect my instruction and planning time by keeping meetings and paperwork to a minimum. In fact, we don't even have faculty meetings in the usual sense ... certainly not just for business and announcements. Those needs get covered by memos and word-of-mouth contact. When we do meet, it is for curriculum and instruction purposes, often in small groups like the study group on learning styles I was in last spring."

11. TRADITIONS

"There is always something special to look forward to as I scan the calendar. Be it a fair, a trip, or a science olympiad, there are events coming up that students and teachers alike see as refreshing or challenging and a definite change of pace. .

Some of these traditions are rooted in ceremony, others in activity. They exist both in the curriculum as grade level projects or activities and as recurrent events within the life of the school. "

12. HONEST, OPEN COMMUNICATION

"I take responsibility for sending my own messages. I can speak to my colleagues and administrators directly and tactfully when I have a concern or a beef without fear of losing their self esteem or damaging our relationship.

Around here people can disagree and discuss, confront and resolve matters in a constructive manner and still be supportive of each other.

And I can listen to criticism as an opportunity for self-improvement without feeling threatened.."

THE 12 NORMS OF SCHOOL CULTURE

1. Collegiality

"In this school the professional staff help each other; we talk about what we are trying in our teaching; we plan lessons and make materials together; we recognize that teaching is inherently difficult and ask for and give assistance for problems with students and teaching issues."

2. Experimentation

"Teachers and administrators encourage me and back me up when I try new things."

3. Trust and Confidence

"I feel trusted and encouraged to make instructional/administrative decisions on my own. We are encouraged to bring in new ideas."

4. High Expectations

"In this school the teachers and administrators are held accountable for high performance. I know where I stand in relation to the expectations of the district. I get prompt and useful feedback."

5. Appreciation and Recognition

"There is a close relationship in this school between job performance and recognition of that performance. I am recognized for my efforts and achievement in the classroom and the school."

6. Reaching Out to the Knowledge Bases

"Teachers and administrators are continually searching for ways to improve their teaching and supervision."

7. Caring, Celebration, and Humor

"There are quite a number of occasions when we show our caring for each other. We celebrate benchmarks in the life of the school. There is a lot of humor and laughing together in this school."

8. Traditions

"We have special events and ceremonies to look forward to each year."

9. Tangible Support

"When I need help to improve or make changes, people extend themselves to help me with both time and resources."

10. Protection of What's Important

"We are protected from unreasonable demands on our time and energy that interfere with contact time with students and instructional planning."

11. Involvement in Decision Making

"Our decision-making processes are fair and legitimate. I feel I am consulted abut the decisions to be made in this school and that I am listened to and can influence policy."

12. Honest, Open Communication

"People speak honestly but respectfully to one another. We are not afraid to disagree and can do so without jeopardizing our relationships."

SCHOOL TO WORK TRANSITION PLAN

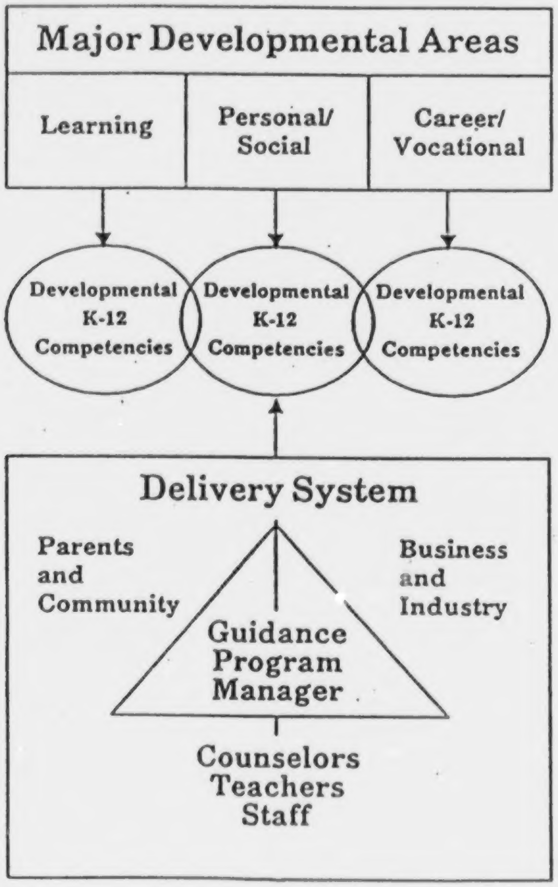
Elementary	Middle School	High School	Transition	Post Secondary Options	Life Skills
K-5	6 - 8	9 - 10	11 - 12		
Core Curriculum - Standard Based - Content Standards & SCANS - High Expectation - High Success - Correctives - Inclusive Strategies for Education For Employment and Gifted & Talented * Emphasis on Traits/Talents and the Nature of Work Resource: Classroom Activities in Employability Skills, Adopt a Class	*Core Curriculum* - Standard Based - Content Standards & SCANS - High Expectation - High Success - Correctives - Inclusive Strategies for Education For Employment and Gifted & Talented * Emphasis on Career Exploration and Planning Resource: Middle level Curriculum Guide. "Exploring Life's Work"	*Core Curriculum* - Standard Based - Content Standards & SCANS - High Expectation - High Success - Correctives - Education for Employment and Gifted & Talented * Emphasis on Career Planning and Preparation Career Viewing Resource: Career Maps, Curriculum based on WI Educational Goals, Learner Outcomes, Integrated/Applied Task Model	*Core Curriculum* - Based on a Learning Plan Including strategies for; World of Work Prep (School Supervised Work Experience) Youth Apprenticeship Tech Prep (Articulation) College Prep Post Secondary Options (Advance Placement) Resource: Curriculum Development based on: Integrated and Applied, Developed in Teams of Vocational, Academic, Special Needs, Post Secondary, and Business Community	- Training For Future Career Needs - Advanced Technical - Apprenticeship - Associate Degree/Diploma - College Degree - Post College Degree Curriculum: - Standards Based (Ind. Skill Standards) - Employability Skills (SCANS) - High Expectations - Work Based Opport. - Integrated/Applied - Articulated Instruction	- Family - School - Work - Community - Society - World - Health - Economics - Education - Learning
Assessment 4th Grade • Portfolio • Proficiency • Projects • Performance • Student/Parent Goal Setting • Counseling	Assessment 8th Grade • Portfolio • Proficiency • Projects • Performance • Student/Parent Goal Setting for Options/Choices • Counseling	Assessment 10th Grade • Portfolio • Proficiency • Projects • Performrance • Student/Parent Goal Setting & Choices for Life Preparation • Transition Plan • Counseling * Career Major	Assessment • High School Diploma • Proficiency Certification • Transcript Verification • Student/Parent Exit Goal Setting • Seemless Transition to Next Level	Post Secondary Options • Diploma/Degree • Advanced Proficiency • Transcript Verification • Career (Advancement) Plan Employee/Employer • Continuing Education and Training	

← Developmental Guidance →

Bost / 95

The Wisconsin Developmental Guidance Model (WDGM)

The Wisconsin Developmental Guidance Model (WDGM) is designed to be a framework which integrates the multiple guidance services provided by counselors, other school staff, parents, business and industry representatives, and community members. The WDGM simultaneously illustrates 1) developmental learning, personal/social, and career-planning needs, 2) types of student competencies that must be attained to meet those needs, 3) possible providers and resources, 4) suggested activities, and 5) levels of resource organization and management required for comprehensive school guidance programming.


Major Developmental Areas
Learning
Personal/ Social
Career/ Vocational
Developmental K-12 Competencies
Developmental K-12 Competencies
Developmental K-12 Competencies
Delivery System
Parents and Community
Business and Industry
Guidance Program Manager
Counselors Teachers Staff

Level 3: Comprehensive Programming Excerpts
School Counseling Programs: A Resource and Planning Guide
1989 Reprint, Wisconsin Department of Public Instruction
Herbert J. Grover, State Superintendent

The WDGM Process and Local Implementation

The Wisconsin Developmental Guidance Model establishes a process approach to the formation of a K-12 guidance program. Staff in each school district will undertake this process with a set of current programs, available resources, and educational philosophy uniquely their own. The process approach makes it possible to tailor the model to the needs of each district and yet stay within a framework that will produce a comprehensive, developmentally based K-12 guidance program.

The WDGM framework can help school district personnel to successfully implement their program. The framework shows local district personnel how to fully utilize available human and material resources to establish a comprehensive K-12 developmental guidance program.

Resources for Building a Comprehensive Program

Guidance as an articulated program is the major responsibility of school counselors trained to meet the developmental needs of the maturing child. Their training gives school counselors the knowledge and skills necessary to provide the unique service of counseling. It also enables them to facilitate systematic delivery of a planned program, based upon the attainment of developmental competencies, that will assist all pupils, regardless of race, sex, exceptional educational need, economic status, or size and location of the school they attend.

The Wisconsin Developmental Guidance Model (WDGM) provides a structure that integrates the services of the school counselor with those that can be provided by other educators, pupil services staff, parents, and community members. The more resources there are available, the larger the number of strategies and techniques that can be used.

The WDGM implementation process encourages maximum participation of all those involved in helping children and adolescents grow and develop. Emphasis is on the local school district and the unique resources that can be tapped as the guidance program becomes increasingly comprehensive.

The Functions of the School Counselor

COUNSELING	COLLABORATING	COORDINATING

- Provide for all students a systematic K-12 competency-based guidance program focused on learning, personal/social, and career/vocational needs.
- Coordinate programs that use school/community partnerships to create an awareness of the world of work.
- Increase general awareness of children's developmental needs.
- Continually refine and develop a guidance program that will meet the needs of all students.
- Ensure through individual or classroom-based programs that developmental tasks will be addressed for all students.

Resource Organization and Management: Involvement of Others as Resources

Other individuals in addition to the school counselor play an important part in the guidance of children and adolescents. Guidance programming in the WDGM formally involves these other individuals to varying degrees, sometimes as resources and sometimes as primary deliverers.

In the following chart, supportive roles have been delineated for school boards, superintendents, principals, guidance directors, classroom teachers, vocational education coordinators, vocational education teachers, special education teachers, pupil services staff, community business and industry representatives, and parents. As the comprehensiveness of programming increases, so must the involvement of others. This involvement must be coordinated, or the systematic approach to developmental guidance will be lost. The collaborative efforts of many are necessary to provide a comprehensive guidance program for all pupils.

RESOURCE	ROLE
Psychologist Social Worker School Nurse	Are involved in planning, implementing, and evaluating the WDGM so that all students receive systematic guidance based on learning, personal/social, and career/vocational needs.
Vocational Education Teachers	Work with counselors and entire staff to ensure that all students receive instruction or information on occupations, employability skills, current job market, and interviewing techniques. Participate in the various activities of planning, implementing, and evaluating the guidance program.
Local Vocational Education Coordinator	Participates in planning, implementing, and evaluating the guidance program.
Special Education Staff	Work cooperatively with the guidance staff to provide information and suggest management strategies the regular classroom teachers can use.
Teachers	Recognize the value of developmental guidance. Use subject areas to assist students in developing personal/social, career, and learning competencies. Work as a team member to plan and implement guidance activities essential the overall development of students.
Business and Industry Representatives	Provide up-to-date labor market information, co-op and apprenticeship sites, and mentorships for all students.
Parents	Participate on the guidance committee that will facilitate implementation of the WDGM. Serve as mentors and models for classes.
Community Service Agencies	Participate in planning and implementation of a guidance program that includes services and activities provided by the community agencies.

COMPONENT	CHARACTERISTIC
Scope and Sequence	Administrators, counselors, teachers, specialist personnel, and students are involved in planning and refining the total guidance program. In addition to fulfilling its role and function, the guidance staff acts as a change agent, focusing on changing the school to fit students' unique needs by participating actively in curriculum and staff meetings and other meetings dealing with educational mission. The guidance program is continued during periods when school is recessed. During this extension, emphasis is on pupil orientation, follow-up, evaluation, research, and parental involvement.
Fiscal and Material Support	The guidance staff, in addition to preparing its annual budget, applies for funds available from external sources such as federal programs for the purpose of furthering development of the guidance program by including innovative activities. A computer is located in the guidance center and is available for computer-assisted guidance and vocational planning. It is also used for the collection, storage, and maintenance of pupil data to assist with evaluation and long-range planning.
Facilities	The guidance center includes a conference and a multipurpose room. The guidance center includes a career center with printed resources and computer-assisted career information.

Elementary School Learning Competencies

Sample activities are illustrative only. Each district can use local resources, materials, and ideas.

Levels of Resource Organization

COMPETENCIES	KEY ACTIVITIES Shared by Counselors, School Staff, Parents, Community, And Business/ Industry.
• Understand the school environment and what is expected of students.	Meet with parents of all kindergartners. Explain guidance programs to students and parents.
• Understand strengths, abilities, and how to learn most effectively.	Provide staff in-service in learning styles and identification of same. Establish parent/community volunteer tutoring programs.
• Understand relationships among ability, effort, and the quality of school achievement.	Secure staff agreement on some cause and effect rules for the school. Get business/industry input on motivation of techniques and the value of work.
• Understand how to assess learning needs and where to seek help.	Train staff to clearly explain tests, report cards, achievement measures, and interest inventories to children and parents.
• Understand the process of setting meaningful school achievement goals.	Assist in developing programs illustrating the need to set goals; assist parents to help children set and achieve goals.

Elementary School Career/Vocational Competencies

Sample activities are illustrative only. Each district can use local resources, materials, and ideas.

COMPETENCIES	**KEY ACTIVITIES Shared by Counselors, School Staff, Parents, Community, And Business/ Industry.**
• Acquire knowledge about different occupations and changing male/female roles.	Provide mentorships for students who are interested in specific occupations.
• Become aware of personal interests and preferences	Coordinate community efforts that allow students to pursue their vocational interests outside of school.
• Learn how to cooperate and coexist with others in work and play.	Carry out staff development to promote cooperation and not competition as a school philosophy.
• Understand what it means to work and how school work relates to future plans.	Coordinate relationships among labor and industry and school concerning curriculum that realistically meets the needs of the individual and society.
• Become aware of worlds beyond the immediate experience.	Provide staff in-service to illustrate the need to be aware of self in order to relate well with others.

Middle/Junior High School Personal/Social Competencies

Sample activities are illustrative only. Each district can use local resources, materials, and ideas.

COMPETENCIES	KEY ACTIVITIES Shared by Counselors, School Staff, Parents, Community, And Business/ Industry.
• Understand physical, emotional, and intellectual growth and development.	Assist staff to plan human growth and development classes. Assist parents with growth and development issues.
• Develop self and social self-concept.	Work to help parents and teachers understand the importance of a positive self-concept and how to foster it in all children.
• Understand and develop peer relationships.	Assist staff in developing curricular offerings which deal with interpersonal relationships.
• Exhibit positive attitude toward school, family, and self.	Carry out staff development on creating a positive school climate.
• Learn to communicate with parents.	Assist staff to model good communication skills.
• Learn to cope with life's pressures, challenges, defeats, and successes.	Plan staff development on stress reduction and recognizing excess stress in students.
• Learn to deal with ongoing changes in personal and academic life.	Provide information on changes in the work world and how to be prepared for them.

3. High School Years

High school is the gateway to further education for some students and the last formal educational experience that others will have. The WDGM competencies take into account the important choices that student must make during their high school years and lists the skills they will need as they mature educationally, personally, and vocationally.

The strategies and techniques described in the charts are suggested ways of helping students acquire the competencies. Programming format and delivery responsibilities must be determined by each school district staff as it goes through the implementation process and procedures. Once again, as the level of invested resources increases, strategies and techniques become more comprehensive.

High School Learning Competencies

Sample activities are illustrative only. Each district can use local resources, materials, and ideas.

COMPETENCIES	KEY ACTIVITIES Shared by Counselors, School Staff, Parents, Community, And Business/ Industry.
• Understand learning abilities and how best to apply them.	Do staff development on learning styles and adapting teaching strategies to meet needs of students.
• Become informed about self through assessment techniques.	Assist staff to gain a better understanding of standardized tests and the impact they have on students.
• Learn to set realistic goals and develop strategies to reach them.	Provide staff development to stress need for students to set goals and methods of helping them do so.
• Understand the school curriculum and the impact course selection will have on future plans.	Assist staff as they develop and articulate curriculum across the district.
• Understand the school environment and what is expected.	Utilize business/industry members to speak on the relationship of school and work.

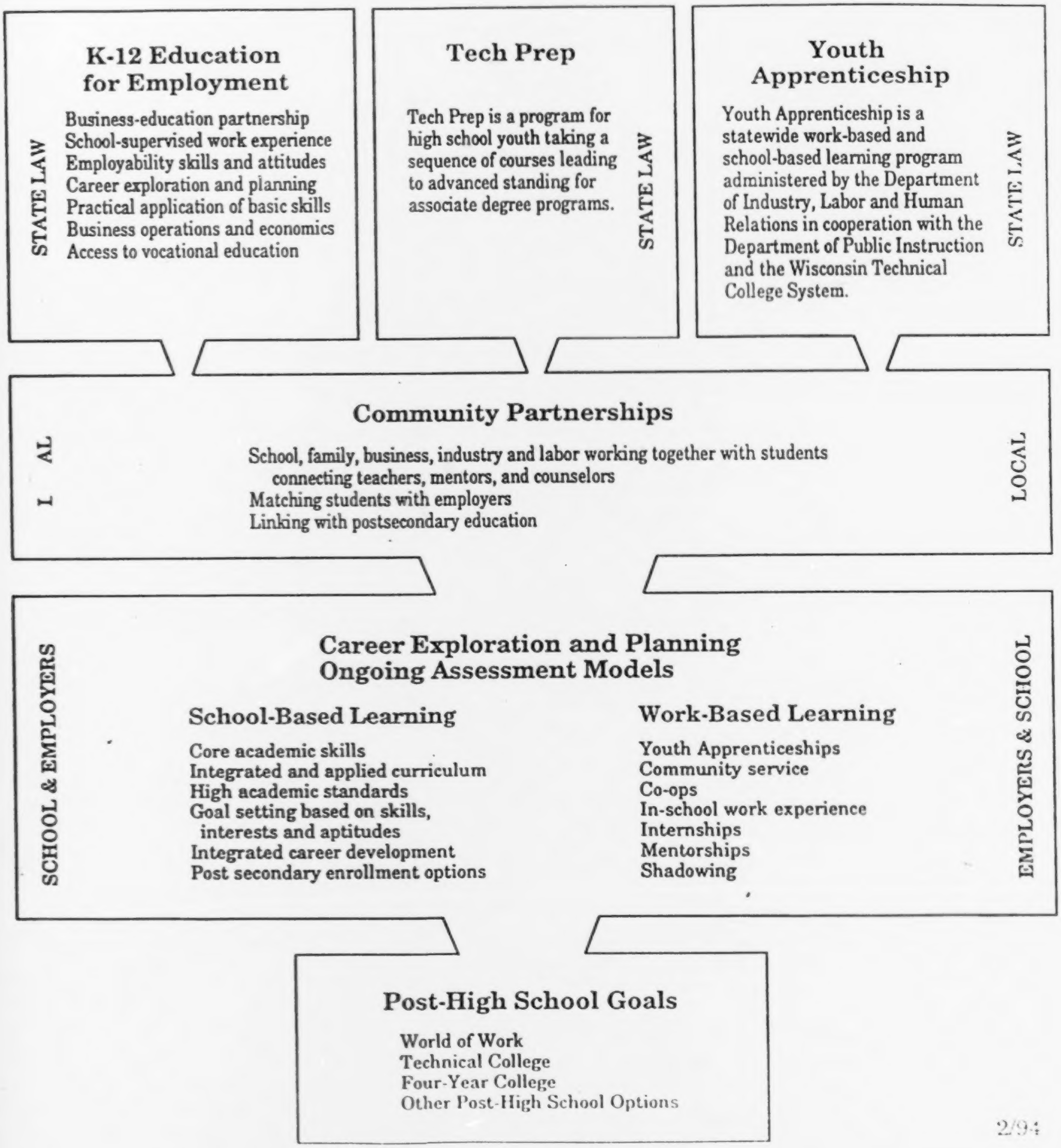
High School Career/Vocational Competencies

Sample activities are illustrative only. Each district can use local resources, materials, and ideas.

COMPETENCIES	**KEY ACTIVITIES Shared by Counselors, School Staff, Parents, Community, and Business/Industry.**
• Understand and develop decision-making skills.	Assist staff in incorporating decision-making skills into their curriculums.
• Understand the world of work and its expectations for employment.	Assist staff to incorporate work-of-work expectations such as punctuality, responsibility, and accountability into the classroom.
• Become informed about educational/ work alternatives.	Provide staff development on postsecondary educational and work alternatives. Encourage parent involvement as students explore educational work alternatives.
• Understand continuous changes of male/female roles and how this relates to career choice	Assist staff to gain understanding of how societal attitudes impact on male/female role development.
• Develop the interpersonal skills necessary for harmony in the work place.	Do staff development on how interpersonal skills are essential for all students as they enter the world of work.
• Become informed about up-to-date employment opportunities during and after high school.	Coordinate community resources to give students opportunities to learn of numerous and varied careers. Provide mentorships for students in areas they wish to explore.
• Form tentative career goals and strategies to reach them.	Assist staff to develop curriculum that will help students set career goals and strategies to reach them.
• Understand lifestyle preferences and relate them to occupational interests.	Assist staff to incorporate information on various lifestyles and occupational interests into the curriculum.

PK-12 School-to-Work Transition

Preparing All Wisconsin Youth for Life and Work
in a More Competitive Global Economy



K-12 Education for Employment

STATE LAW

- Business-education partnership
- School-supervised work experience
- Employability skills and attitudes
- Career exploration and planning
- Practical application of basic skills
- Business operations and economics
- Access to vocational education

Tech Prep

STATE LAW

Tech Prep is a program for high school youth taking a sequence of courses leading to advanced standing for associate degree programs.

Youth Apprenticeship

STATE LAW

Youth Apprenticeship is a statewide work-based and school-based learning program administered by the Department of Industry, Labor and Human Relations in cooperation with the Department of Public Instruction and the Wisconsin Technical College System.

Community Partnerships

LOCAL

- School, family, business, industry and labor working together with students
  - connecting teachers, mentors, and counselors
- Matching students with employers
- Linking with postsecondary education

LOCAL

Career Exploration and Planning Ongoing Assessment Models

SCHOOL & EMPLOYERS

School-Based Learning

- Core academic skills
- Integrated and applied curriculum
- High academic standards
- Goal setting based on skills, interests and aptitudes
- Integrated career development
- Post secondary enrollment options

Work-Based Learning

- Youth Apprenticeships
- Community service
- Co-ops
- In-school work experience
- Internships
- Mentorships
- Shadowing

EMPLOYERS & SCHOOL

Post-High School Goals

- World of Work
- Technical College
- Four-Year College
- Other Post-High School Options

2/94

Wisconsin Department of Public Instruction John T. Benson - State Superintendent

PK-12 School-to-Work Transition

The PK-12 School-to-Work Transition initiative at both the state and federal levels is driven by the belief that we must better prepare youth for life and work by providing them the skills and knowledge to function in a more competitive global economy. In order for this to occur, learning in schools must be linked with learning that is work-based. The diagram on the reverse side is a visual representation of the School-to-Work Transition initiative in Wisconsin.

The School-to-Work Transition initiative in Wisconsin is led by a series of mandates (dating back to September 1988) for which the Department of Public Instruction has responsibility, with the exception of Youth Apprenticeship which is led by the Department of Industry, Labor and Human Relations.

- Wisconsin Educational Standard, Developmental Guidance Services, Wis. Stat. 121.02(1)(e)
- Wisconsin Educational Standard, Curriculum, Wis. Stat. 121.02(1)(k)
- Wisconsin Educational Standard, Education for Employment, Wis. Stat. 121.02(1)(m)
- Tech Prep, Wis. Stat. 118.34
- Youth Apprenticeship, Wis. Stat. 101.265

K-12 Education for Employment, Standard (m), is the foundation for Wisconsin's vision of PK-12 School-to-Work Transition. It recognizes seven major components essential for successful employment for all students. It is important to note that the research for this standard was a joint effort among business, industry, and educators. The skills and knowledge needed for success in the workplace were identified and school/business partnerships formed.

Tech Prep, a legislative mandate, evolved from the need to further elaborate upon the Education for Employment standard. The initiative began at the federal level and was adopted at the state level. Tech Prep is for high school youth who are taking a sequence of integrated and applied courses leading to advanced standing for associate degree programs at a technical college. Having a greater percentage of students better prepared to enter a technologically advanced society will provide them with opportunities for a better life in a more competitive global economy.

Youth Apprenticeships, in broad occupational clusters, are based on industry-driven skill standards and lead to a state certificate of proficiency. Local partners, including secondary schools, postsecondary schools and employers, integrate school-based with work-based learning so that youth apprenticeships also lead to a high school diploma and advanced standing in related associate degree programs in the Wisconsin Technical College System.

Community Partnerships reflect the African proverb, "'It takes an entire village to educate a child." The responsibility of educating children no longer can rest within the confines of the school. If we are to link with business, industry, and labor to enable work-based learning to take place, then partnerships must exist among all segments of the community. Families, students, schools, teachers, counselors, and postsecondary institutions must collaborate in the educational process.

School-Based Learning encompasses techniques and practices of the past coupled with learning strategies necessary for the 21st century. Integrated and applied curriculum allows students to link abstract concepts with applications in "real-world" settings. High academic standards are more easily reached if linked to individual student goals based on skills, aptitudes, and abilities. Career guidance is more successful if academic concepts are presented in exploratory settings based in "real-world" settings. Assessment for students takes on additional opportunities that allow students to demonstrate achievement in a variety of ways.

Work-Based Learning increases opportunities for students to connect school with the workplace. The degree and complexity of work-based learning will vary with the grade level and needs of the student. Work-based learning ranges from job shadowing to Youth Apprenticeship (a Department of Industry, Labor and Human Relations-approved program). The actual work experience creates greater relevance for students, by linking abstract concepts in school-based learning with work-based learning.

Post-High School Goals are the opportunities available to students as they leave the PK-12 system. Students have the opportunity to select options that include entering the world of work, attending a technical college or four-year college, or some other post-high school option. The preparation of students completing the school-based and work-based learning experiences supported by community partnerships will better prepare them to make decisions regarding their transition to work or to further education.

Wisconsin Department of Public Instruction

John T. Benson, State Superintendent

K-12 Education for Employment

STATE LAW

Business-education partnership
School-supervised work experience
Employability skills and attitudes
Career exploration and planning
Practical application of basic skills
Business operations and economics
Access to vocational education

K-12 Education for Employment, Standard (m), is the foundation for Wisconsin's vision of PK-12 School-to-Work Transition. It recognizes seven major components essential for successful employment for all students. It is important to note that the research for this standard was a joint effort among business, industry, and educators. The skills and knowledge needed for success in the workplace were identified and school/business partnerships formed. The seven components are:

Business-Education Partnership

- An advisory council of local business and community leaders is responsible for creating and maintaining partnerships.
- Staff development activities are designed to inform school staff and teachers about the need, methods, and means for integrating the business/education partnership concept into all phases of curriculum; to bring private industry personnel into the schools so they can better understand what the schools do; and to provide individual teachers with private/public sector job-site experience.
- Resources, both human and technological, are shared so that each partner benefits.
- Planning, implementation, funding, and evaluation of projects, programs, and services are conducted collaboratively and based on measurable objectives to serve the learner.
- Partnership activities enhance economic development and job retention/creation locally as well as in the global labor market.
- Partnership activities further school improvement and educational reform.

School-Supervised Work Experience

- Work-experience programs are taught by certified teachers/supervisors and have teacher/student ratios no greater than district classroom averages.

- Part-time work assignments, job shadowing, career exploration, community service, and/or job simulations are accessible to all students.

- Employers complete periodic work experience performance evaluations of skills and attitudes for each student.

- Written work-experience agreements and educational plans define student, teacher, employer, and family roles and responsibilities.

- Short-term field experiences offer activities to learn about work and related life roles by studying, observing, and participating in an environment in which those roles occur.

Employability Skills and Attitudes

- The PK-12 curriculum uses an integrated approach emphasizing academic content, employability skills, and attitudes.

- Work experiences designed to teach employability skills and attitudes are available to all students.

- A developmental guidance model is used to develop employment skills and attitudes.

- Private sector/school partnerships are used to ensure instruction in employment skills and attitudes.

- Teaching employability skills and attitudes is part of the curriculum.

Career Exploration and Planning

- The PK-12 developmental guidance process is based on competencies integrated into the entire curriculum and accessible to all students.

- Students are taught the need and the processes for evaluating their abilities, interests, aptitudes, and attitudes and to use what they learn to make informed career decisions.

- Emphasis is given to new, emerging, and nontraditional career choices.

- School district personnel provide unbiased post-high school options: world of work, technical college, four-year college, and other alternatives.

- All students have the opportunity to explore career options through school-supervised, work-based learning experiences.

- The existence and historical consequences of sex-role stereotyping in employment are addressed PK-12.

- Follow-up studies are developed to determine the success of post-high school transition for all students.

- A curriculum is developed for all students in grades 5-8 that emphasizes career exploration, entrepreneurship, employability skills and attitudes, job-seeking, and job-keeping skills.

Practical Application of Academic Skills

- Staff development activities are designed to prepare PK-12 teachers in the development and use of instructional tasks related to Wisconsin Learner Outcomes.

- Staff development activities are designed to assist PK-12 teachers in the integration

    -of academic content into the vocational curriculum;
    -of world-of-work examples and competencies into all curricula; and
    -across grade levels and disciplines with special regard for student populations with unique learning needs.

- Processes are established to evaluate the success of the total PK-12 curriculum in promoting post-high school transition for students into the world of work and life-long learning.

- Career exploration, planning, and guidance are integrated and reinforced by all staff in the school, family, and community.

Business Operations and Economics

- An integrated curriculum is developed incorporating general knowledge of

    -business operations;
    -entrepreneurial skills;
    -agriculture and labor organizations;
    -the free market and other world economies;
    -personal economic decisions in relation to career choices;

-economic understandings, collective decisions, and personal potential at home and at work;
-the influence of work performance on standard of living and available goods and services;
-market choices and economic activities; and
-governmental influence on community and state economic well-being.

Access to Vocational Education

- A flexible program is maintained to adjust and respond to changes in student needs and interests and to labor market analyses.

- Programs actively involve a variety of interest group representatives from PK-12 school personnel, student organizations, the private sector, the community, the university, and area Wisconsin Technical College System staff/administration.

- All students have equal access to programs regardless of socioeconomic status or race, color, religion, sex, national origin, age, or handicap.

- Community human and physical resources are used effectively in all areas.

- Programs encourage positive work attitudes and habits.

Tech Prep

Tech Prep is a program for high school youth taking a sequence of courses leading to advanced standing for associate degree programs.

STATE LAW

Tech Prep, a legislative mandate, evolved from the need to further elaborate upon the Education for Employment standard. The initiative began at the federal level and was adopted at the state level. Tech Prep is for high school youth who are taking a sequence of integrated and applied courses leading to advanced standing for associate degree programs at a technical college. Having a greater percentage of students better prepared to enter a technologically advanced society will provide them with opportunities for a better life in a more competitive global economy.

Tech Prep is an element of a larger School-to-Work Transition Initiative intended to enable all students to make a smooth transition into postsecondary education or careers. In particular, Tech Prep consists of:

1. organizational change to enable students to select an identifiable, career-focused course sequence of two years of secondary school and one or two years of higher education leading to an associate degree or certificate in a specific career field;
2. articulated integrated and applied curriculum appropriate to the needs of the labor market, community, and its students;
3. staff development offered to secondary and postsecondary staff that will enable teachers and counselors to implement new content and strategies;
4. planning and program change to ensure equal access to members of special populations and preparatory services for individuals needing special assistance in order to participate in Tech Prep services.

Youth Apprenticeship

Youth Apprenticeship is a statewide work-based and school-based learning program administered by the Department of Industry, Labor and Human Relations in cooperation with the Department of Public Instruction and the Wisconsin Technical College System.

STATE LAW

Youth Apprenticeships, in broad occupational clusters, are based on industry-driven skill standards and lead to a state certificate of proficiency. Local partners, including secondary schools, postsecondary schools and employers, integrate school-based with work-based learning so that youth apprenticeships also lead to a high school diploma and advanced standing in related associate degree programs in the Wisconsin Technical College System.

Wisconsin's Youth Apprenticeship Program was established by law in August, 1991. The Department of Industry, Labor and Human Relations (DILHR) administers the program which is developed cooperatively with the Department of Public Instruction (DPI) and the Wisconsin Technical College System (WTCS). The purpose of the program is to provide in-high school students who have reached junior standing an opportunity to engage in a state-approved work-based learning experience based on industry-driven skill standards.

The students who are accepted into and complete the youth apprenticeship program receive not only a high school diploma but also are prepared to seek immediate employment with a certificate of occupational proficiency from DILHR, to enroll with advanced standing in an applicable technical college associate degree program or to apply for admission to UW-System institutions.

1. Youth apprenticeships are open to all students who

   - have junior standing;
   - are on target to graduate from high school;
   - and can demonstrate academic competency.

2. Students become youth apprentices only when an employer

   - provides paid employment;
   - provides an industry mentor;
   - provides work-based learning based on industry-driven, state-approved curriculum;
   - participates in a DILHR approved local partnership which assures the operating approval of local school district(s) and technical colleges, as well as parents, other employers, and employees.

3. Youth apprentices

   - are expected to enroll as juniors and to remain in the program for at least two school years;
   - may be offered summer employment;
   - may choose to exit the program just as they would any other school-sponsored, credit-bearing learning option and return to "regular" in-school course patterns as appropriate.

4. Parents, students, and employers enter into a written, education-work agreement approved by DILHR and each participating school district.

5. Youth apprentices who fail the school-based and/or work-based learning conditions of the education-work agreement are ineligible for the certificate of occupational proficiency from DILHR.

6. Local school districts determine each youth apprentice's eligibility to receive a high school diploma.

LOCAL

Community Partnerships

School, family, business, industry and labor working together with students
connecting teachers, mentors, and counselors
Matching students with employers
Linking with postsecondary education

LOCAL

Community Partnerships reflect the African proverb, '"It takes an entire village to educate a child." The responsibility of educating children no longer can rest within the confines of the school. If we are to link with business, industry, and labor to enable work-based learning to take place, then partnerships must exist among all segments of the community. Families, students, schools, teachers, counselors, and postsecondary institutions must collaborate in the educational process.

Community Partnerships (connecting the school with community)

Community partnerships begin by identifying students' needs and linking them to community resources. School district partnerships with families, students, business, industry, labor, and postsecondary institutions will vary in scope. The responsibility of educating our children must go beyond the walls of school and into the entire community.

As districts develop work-based learning for all students, activities connecting the school-to-community resources might include the following:

- Matching students with work-based learning opportunities;
- Serving as liaison among the employer, family, student, school, and teacher;
- Providing technical assistance and services to employers and others in designing work-based learning components, counseling, and case-management services and in training teachers, workplace mentors, and counselors;
- Providing assistance to students after they have completed high school in finding an appropriate job, continuing their education, or entering into an additional training program;
- Collecting and analyzing information regarding post-high school outcomes of students who participate in work-based learning;

- Linking youth development activities of work-based learning with employer strategies for upgrading their workers' skills.

SCHOOL & EMPLOYERS

Career Exploration and Planning Ongoing Assessment Models

School-Based Learning	Work-Based Learning
Core academic skills	Youth Apprenticeships
Integrated and applied curriculum	Community service
High academic standards	Co-ops
Goal setting based on skills, interests and aptitudes	In-school work experience
Integrated career development	Internships
Post secondary enrollment options	Mentorships
	Shadowing

EMPLOYERS & SCHOOL

Career Exploration and Planning

Within the School-to-Work Transition Initiative, career exploration and planning is viewed as a counselor-led and planned program among the counselor, educators, families, and community. All teachers assist students in exploring individual interests, aptitudes, and preferred skills in relation to different occupations so as to make informed career choices and educational plans. The goal of developmental career counseling is to help students learn how to make career-related choices wisely and confidently. The choices should be based on accurate self-knowledge and careful consideration of a wide variety of alternatives.

Ongoing Assessment Models

Assessment should take a variety of forms depending on the skills and performances to be measured. The recommendations of the state superintendent's advisory committee envisions three approaches to statewide assessment. The three approaches are limited response, performance, and portfolio. The performance and portfolio assessments will be based on the Wisconsin Learner Outcomes coupled with academic content, while the limited response examinations will be based solely on academic content. Limited response and performance assessments will be given to all students, but local school districts will develop and implement portfolio assessments that will be based on statewide guidelines.

Statewide assessment will be limited to certain grade levels and content. Teachers, schools, and districts will also devise their own assessments to complete the comprehensive system. For assessments to be effective, curriculum, instruction, and assessment must be truly integrated and *ongoing*.

Ongoing assessment of both school-based and work-based learning measures whether students have achieved targeted standards with respect to identified goals. Assessment processes must provide information about the degree to which students have achieved their goals rather than simply telling how well students perform in comparison to other students. This approach re-emphasizes the need for performance and portfolio assessments. The key characteristic of these assessment instruments is the application of knowledge and skills for authentic purposes. Authentic participation usually results in a product, a performance, or both as well as a process that can be observed and assessed. It is envisioned that each graduating senior will leave school with a portfolio of accomplishments. The portfolio may include such items as test scores, writing samples, projects, post-high school goals and plans to achieve them, and verification of job readiness.

SCHOOL-BASED LEARNING

School-based learning encompasses techniques and practices of the past coupled with learning strategies necessary for the 21st century. Integrated and applied curriculum allows students to link abstract concepts with applications in "real-world" settings. High academic standards are more easily reached if linked to individual student goals based on skills, aptitudes, and abilities. Career guidance is more successful if academic concepts are presented in exploratory settings based in "real-world" settings. Assessment for students takes on additional opportunities that allow students to demonstrate achievement in a variety of ways.

Core Academic Skills

Core academic skills are perceived as the knowledge base reflected in academic subjects--language arts, mathematics, science, and social studies. They are also reflected in the thinking and communication processes required to perform meaningful tasks. Wisconsin educators and citizens have identified 17 generic learner outcomes that describe ways in which students should be able to apply core academic skills. It is important to use these outcomes to create rigorous and engaging educational tasks for students. Core academic skills must be combined with content knowledge, thinking and communication processes in authentic applications.

Integrated and Applied Curriculum

Students must be able to integrate the elements of one curriculum with elements from another curriculum. Knowledge and concepts seldom exist in isolation. One of the most effective ways to establish connections is to use teaching strategies which require students to apply knowledge and skills in authentic tasks. These tasks should resemble things to which students can relate. Using what they learn in these ways helps to prepare students for the transition from school to work. Effective integration and application helps students to understand why they are learning material presented to them in school.

High Academic Standards

Competence in higher order, critical thinking, reasoning, and problem solving in a wide range of applications is essential for successful school-to-work transitions. The report of the Secretary's Commission on Achieving Necessary Skills (SCANS) emphasizes foundation skills as well as workplace competencies. Students must possess a variety of skills specific to academic subjects such as mathematics, language arts, science, social science, and the fine arts. Educational organizations and employers must clearly define those school- and work-based skills and abilities that students must have as they enter transition experiences. It is important that these skills and abilities be demonstrable. In order to assess the quality of skills and abilities, performance criteria must also be established. High academic standards are concrete expectations, along with specific criteria for assessing their adequacy.

Such standards should be established using an integrated and applied approach in all academic subject areas. In order for these standards to be effective in motivating quality teaching and learning, they must be in place throughout the educational sequence (from early elementary through high school) and be assessed in an authentic manner.

Goal Setting Based on Skills, Interests, and Aptitudes

Students need to learn to take responsibility for making decisions about their future and to set goals based on what they know about themselves and their skills, interests, and achievements. Families are crucial in helping their children to understand their skills, interests, and achievements and the world of work. School personnel, administrators, teachers, and counselors, also contribute to this activity. Students must learn to be actively involved in goal setting for their personal, educational, and career decisions.

Integrated Career Development

Career exploration, planning, and information about different careers should be integrated into all aspects of the educational program. Although the counselor has primary responsibility for coordinating a program of career planning, all teachers, school personnel, and the Education for Employment Council must assist students to see the connections between school and the world of work. Teachers and counselors should have opportunities to visit business and industry to maintain contemporary career information. Teachers also need time to develop or locate materials that will help make the link between the curriculum and the world of work.

Postsecondary Enrollment Options

The Postsecondary Enrollment Options Program allows any 11th or 12th grade student enrolled in a public school to attend a Wisconsin institution of higher education for the purpose of taking one or more nonsectarian courses.

If the participating student takes a course for postsecondary credit *only*, then the student (parent/guardian) is responsible for paying the costs.

Districts are not required to pay for a postsecondary course if the district offers a comparable course with approximately an 80% match in course content.

Postsecondary Enrollment Options is a separate program and should not be confused with other programs which provide high school students an opportunity to earn college credit, such as College Board's Advanced Placement program (AP), special service contracts with colleges and universities (CAPP), educational television programs, International Baccalaureate programs, UW-Extension courses, or correspondence courses. Nor should this program be confused with other circumstances where high school students attend courses at WTCS institutions to meet high school graduation requirements through contracts or other special arrangements.

WORK-BASED LEARNING

"Education is a form of work; work is a form of education."

Work-based learning increases opportunities for students to connect school with the workplace. The degree and complexity of work-based learning will vary with the grade level and needs of the student. Work-based learning ranges from job shadowing to Youth Apprenticeship (a Department of Industry, Labor and Human Relations-approved program). The actual work experience creates greater relevance for students, by linking abstract concepts in school-based learning with work-based learning.

During the last several years, government agencies and private foundations have commissioned a number of panels to study what schools could do to better prepare youths for the transition from school to work. One of their key proposals was that earlier and more extensive participation in the world of work would facilitate transition to adult life. They believed that the workplace can offer experiences that the school and family cannot. Working teaches youth needed lessons about work and that work experience will lead them to become more responsible, cooperative, and participating members of society.

Chapter PI 26 defines school-supervised work experience as "a set of planned educational experiences, supervised by licensed school personnel, designed to enable learners to acquire attitudes, skills and knowledge for work and other life roles by participating in actual or simulated work settings related to in-school instructional programs" (26.02(9)). It also specifies that "all pupils in grades kindergarten through 12 shall have *access* to an education for employment program which provides school-supervised work experience....Work experience may include community field experiences relating to work in grades kindergarten through grade 12, more specific occupational training in grades 7 through 12, and paid work experience in grades 10 through 12" (26.03(4)(b)).

Youth Apprenticeships

Wisconsin's Youth Apprenticeship Program is designed to integrate school-based learning and work-based learning to provide youth with academic and occupational skills leading to both a high school diploma and a certificate of occupational proficiency in a specific industry.

The Youth Apprenticeship Program operates under the direction of the Wisconsin Department of Industry, Labor and Human Relations and in cooperation with the Department of Public Instruction, the Wisconsin Technical College System, local school districts, and business and labor. Youth apprenticeship is a collaborative partnership that uses state-approved industry standards to prepare students in an occupational cluster for entering employment or continuing in postsecondary education. Youth apprenticeships are paid work experiences and are considered the most comprehensive work-based learning experiences.

Community Service

Service learning is the intentional integration of curricular content with community service activities. Effective service learning, led by committed, well-prepared educators, yields documented outcomes which benefit young people, the community, and schools. Community development and improvement are processes which include schools as active participants and our young people both as learners and teachers. Bringing our schools and our communities closer together can (a) make communities more attractive; (b) give students hands-on learning experiences; (c) improve the school success rate; and (d) ensure a sense of self-worth in all our students, to include those struggling with economic, physical, or social disabilities. Many student organizations have traditionally included community service as a major component of their activities.

Co-ops

This method of instruction provides students who have identified a broad-based or specific career objective with related classroom instruction and entry-level employment which can lead to an increased potential for successful employment and/or further education. The Co-op program provides students with the opportunity to develop employability competencies through supervised training at a community business or industry. Students are placed in a position that accesses a career ladder and can lead to advancement, thus assisting them to become self-supporting and productive members of society. Cooperative agreements between the teacher-coordinator and training sponsor provide the student with a plan to achieve educational career goals. A skill certificate that indicates mastered competencies becomes part of each student's portfolio.

In-School Work Experience

In-school work experience or simulation provides students with opportunities to practice and develop employability skills in a laboratory setting. Through this work-based learning method, the instructor replicates a work-based learning environment including structure, dynamics, concepts, and tasks within the school setting. Through an integrated and applied curriculum in this simulated atmosphere, students can practice and develop the qualities necessary for success as self-supporting, efficient, contributing members of society. Through this approach, students are introduced (many for the first time) to the importance of integrating skills, knowledge, and attitudes. This experience assists and encourages all student-learners to become involved in a realistic work environment. Viable in-school work experience programs can be offered in remote or isolated areas where limited community work experiences exist.

Internships

Internships integrate participation in a paid or unpaid work experience in a community business or industry linked to the classroom school-based curriculum. The learning activities are cooperatively planned and managed by both the school and business or industry. The school-based curriculum, the work experience, and the inter-related internship activities include all aspects of the industry. Job placement is with employers who agree to diversify the student's job responsibilities so that the student has an opportunity to develop a more thorough understanding and variety of skills related to the job, company, and industry. Management of the program is a multi-person responsibility which includes the teacher-coordinator, the employer, the student's supervisor, parent, and the student. Program emphasis is on the following: student completion of activities that relate to competencies mastered through classroom instruction and job training, experience or exposure to all aspects of the industry, evaluation based on concept and skill mastery, skill certificates for mastery of competencies, and a portfolio that documents achievements.

Mentorships

Mentoring links students with a mentor who has related interests and talents in a learning-oriented relationship. The mentors serve as models who teach, counsel, and inspire students toward development of their potential interests and talents. Through person-to-person relationships, students gain access to professional leadership role models. They become more aware of the importance of education and career options related to education and receive assistance in making decisions concerning these options. Examples of mentorships include mathematicians, carpenters, scientists, health occupations, electricians, farmers, engineers, artists, and are limited only by community resources, imagination, and creativity. Students will recognize the technical, interpersonal, and conceptual skills necessary in the workplace. Mentoring activities should be designed to provide opportunities for students to ask questions about what the mentor does, how and why they do it, and how they prepared for their professional lives.

Shadowing

Shadowing provides students with an opportunity to discover aspects of a career that interests them. Students have an opportunity to "try it on!" Shadowing allows students to spend a typical workday observing first-hand the "ins-and-outs" of community business and industry organizations. Students spend part of a day in a community work site with persons who work in various positions within the career ladder of the organization. Students watch, listen, ask questions, and learn as the persons they are shadowing do their jobs. The students also learn about the differences and similarities of school and business/industry work environments. Shadowing is often a primary work-based experience before more advanced experience programs are encountered.

Post-High School Goals

World of Work
Technical College
Four-Year College
Other Post-High School Options

Post-High School Goals are the opportunities available to students as they leave the PK-12 system. Students have the opportunity to select options that include entering the world of work, attending a technical college or four-year college, or some other post-high school option. The preparation of students completing the school-based and work-based learning experiences supported by community partnerships will better prepare them to make decisions regarding their transition to work or to further education.

World of Work

All things pertaining to or associated with physical or mental human effort or activity are directed toward production or accomplishment of something. The world of work is typically viewed as what people do *after* they complete their formal education and become workers, parents, and citizens. Some students elect to terminate their formal education after high school and enter the work world. It is important to recognize that most high school students are actively involved in the world of work. Most postsecondary students also work (at least part time) in order to finance their formal education beyond high school. Today's work-place requires adults to change careers at least three to four times in order to maintain employment. This retraining occurs in both formal and informal settings.

Technical College

The Wisconsin Technical College System offers two-year programs leading to an associate degree, short-term programs of less than one year, and one- and two-year vocational diploma programs that blend theory and practical application. Technical colleges provide education for initial job entry as well as continuing education seminars, workshops, and courses for career advancement. Wisconsin's 16 public technical colleges are all accredited by the North Central Association of Colleges and Schools and other professional associations.

Four-Year College

A statewide system of public and private colleges offers four-year baccalaureate degree programs, master's degree programs, and doctoral programs. According to the Profiles of American Colleges, the primary goal of the system is research, teaching, and public service. Its main priorities are to develop human resources, to discover and disseminate knowledge, and to extend knowledge and its application. The University of Wisconsin System alone offers over 400 undergraduate degree programs in fields such as the sciences, business, communications, arts, health, engineering, agriculture, and education.

Other Post-High School Options

Students can pursue a wide variety of "other" post-high school options to fulfill specialized interests and aptitudes. Included among these options are industrially based trade and professional schools, military service/training, community service, adult apprenticeships, on-the-job training, and self-directed study.

THE WISCONSIN DEVELOPMENTAL GUIDANCE MODEL

COMPETENCIES

COMPETENCY ONE:
Students, in conjunction with significant others in their life such as family, school personnel, and relevant members of the community, can set personally meaningful life goals and develop plans to achieve these goals.

COMPETENCY TWO:
Students recognize and can describe how family, school, work, and community are dependent upon one another, and how each influences students' behavior and aspirations.

COMPETENCY THREE:
Students can anticipate future changes which affect family, school, community, and the workplace, and use this understanding in acquiring skills for the future.

COMPETENCY FOUR:
Students can describe how their physical, social, emotional, and intellectual development relate to accomplishing educational, personal, and career objectives.

COMPETENCY FIVE:
Students can identify when they need information and guidance to solve problems, make plans, and make decisions, and can locate and use relevant resources as needs arise.

COMPETENCY SIX:
Students can make informed decisions by examining options and anticipating consequences.

COMPETENCY SEVEN:
Students can recognize and consider the influence of gender and gender roles in their planning and decision-making.

COMPETENCY EIGHT:
Students can recognize and consider how diverse cultural perspectives can improve the quality of life in society.

COMPETENCY NINE:
Students can work effectively in groups to accomplish a common goal.

COMPETENCY TEN:
Students can effectively use nonviolent conflict management skills.

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COMPETENCY ONE:
Students, in conjunction with significant others in their life such as family, school personnel, and relevant members of the community, can set personally meaningful life goals and develop plans to achieve these goals.

Description:
Students should be able to work persistently over time on activities, projects, and goals that reflect their abilities, talents, and future interests. Further, successful achievement of meaningful life goals requires a strong support network of family, school personnel, and other significant members of the community.

LEVEL	EDUCATIONAL INDICATORS	PERSONAL/ SOCIAL INDICATORS	CAREER DEVELOPMENT INDICATORS
Elementary School:	Students can describe study skills necessary for learning in each of their school subjects.	Students can define their unique skills, interests, and capabilities.	Students can develop a plan for becoming aware of the workplace.
Middle/ Junior High School:	Students can analyze different methods of evaluating their progress toward a goal.	Students can identify personal skills they wish to develop within the next five years.	Students can develop a plan for addressing career and educational goals.
High School:	Students can assess their ability for achieving past goals and integrate this knowledge for the future.	Students can develop personally meaningful goals based on their identified skills, interests, and priorities.	Students can implement a career plan that includes a career major, specific educational plans, and work goals.

COMPETENCY TWO:
Students can recognize and describe how family, school, work, and community are dependent upon one another, and how each influences students' behavior and aspirations.

Description:
Students should be able to work persistently over time on activities, projects, and goals that reflect their abilities, talents, and future interests. Further, successful achievement of meaningful life goals requires a strong support network of family, school personnel, and other significant members of the community.

LEVEL	EDUCATIONAL INDICATORS	PERSONAL/ SOCIAL INDICATORS	CAREER DEVELOPMENT INDICATORS
Elementary School:	Students can describe standards of behavior in their family, school, and community environments and why those standards are necessary.	Students can describe how people cooperate with each other to reach goals in their family and community.	Students can describe various opportunities and options that interest them in the world of work.
Middle/ Junior High School:	Students can identify the interrelatedness of family, school, work, and community, and can use this knowledge to plan for participation in the educational system.	Students can analyze their roles in family, school, and community settings, and can describe how those roles influence their personal behaviors and aspirations.	Students can identify the interrelatedness of family, school, work, and community, and can use this knowledge to plan for participation in the employment system.
High School:	Students can assess how taking responsibility improves their lives and their environment.	Students can assess the interactive effects of life roles and apply their skills in developing a plan to achieve a preferred lifestyle.	Students can apply their work-based skills and knowledge as citizens, workers, and consumers to implement their career plan.

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COMPETENCY THREE:
Students can anticipate future changes which affect family, school, community, and the workplace, and use this understanding to acquire skills for the future.

Description:
Students should be able to work persistently over time on activities, projects, and goals that reflect their abilities, talents, and future interests. Further, successful achievement of meaningful life goals requires a strong support network of family, school personnel, and other significant members of the community.

LEVEL	EDUCATIONAL INDICATORS	PERSONAL/ SOCIAL INDICATORS	CAREER DEVELOPMENT INDICATORS
Elementary School:	Students can use examples to define what "future" and "change" mean.	Students can imagine what their lives will be like in the future.	Students can describe the importance of work in their lives.
Middle/ Junior High School:	Students can identify choices that they are making now, and can describe how these choices will affect their future.	Students can describe potential changes in themselves, their families, and the community, and can develop ways to cope with these changes.	Students can develop skills which enable them to adapt to a changing workplace.
High School:	Students can demonstrate their knowledge of change and their ability to learn new concepts and skills necessary to adapt to the future.	Students can demonstrate the ability to anticipate change and learn new skills for adapting to change.	Students can predict how they may have to change to fit into a career in the future and can demonstrate effective coping skills.

COMPETENCY FOUR:
Students can describe how their physical, social, emotional, and intellectual development relates to the accomplishment of their educational, personal, and career objectives.

Description:
Students should be able to work persistently over time on activities, projects, and goals that reflect their abilities, talents, and future interests. Further, successful achievement of meaningful life goals requires a strong support network of family, school personnel, and other significant members of the community.

LEVEL	EDUCATIONAL INDICATORS	PERSONAL/ SOCIAL INDICATORS	CAREER DEVELOPMENT INDICATORS
Elementary School:	Students can describe the various methods they use to learn in school and be able to identify personal strengths and capabilities.	Students can describe and recognize personal characteristics and abilities in themselves and in others.	Students can describe successful behaviors and accomplishments and how those successes influence career choices.
Middle/ Junior High School:	Students can identify personal learning styles and study skills, and can explain how the skills relate to their success in school.	Students can describe their unique characteristics and abilities, and can identify how characteristics and abilities develop.	Students can identify their strengths, and how those strengths relate to career clusters.
High School:	Students can utilize their successful learning style to accomplish personal, family, and community goals.	Students can analyze how their characteristics, skills, and abilities can be expanded in anticipation of future needs.	Students can explain the importance of understanding how their attitudes and other personal attributes affect their decisions about the world of work.

COMPETENCY FIVE:
Students can identify when they need information and guidance to solve problems, make plans, and make decisions, and can locate and use relevant resources as their needs arise.

Description:
The effective problem solver uses a wide variety of strategies and can often identify multiple solutions. Students need to be competent in considering all information, eliminating that which is irrelevant, and organizing relevant information into a usable form.

LEVEL	EDUCATIONAL INDICATORS	PERSONAL/ SOCIAL INDICATORS	CAREER DEVELOPMENT INDICATORS
Elementary School:	Students can describe how to gather information for solving problems by listening, speaking, and writing.	Students can find and use information to help them solve personal, family, and social problems.	Students can use adult role models and other resources to learn more about different careers.
Middle/ Junior High School:	Students can evaluate relevant resources and utilize available resources to solve problems.	Students can use relevant resources to generate alternatives and assess consequences before making a decision.	Students can demonstrate how to acquire and use relevant resources to increase their choices in future education and school-to-work planning.
High School:	Students can use relevant resources and demonstrate problem-solving skills in making future educational decisions.	Students can evaluate alternatives and assess consequences to achieve personal and social goals.	Students can use relevant resources to plan and make decisions about school to work training and future educational needs.

COMPETENCY SIX:
Students can make informed decisions by examining options and anticipating consequences.

Description:
Students should have the ability to gather evidence and information relevant to a contemplated action, weigh the pros and cons of potential results, and then choose the course of action.

LEVEL	EDUCATIONAL INDICATORS	PERSONAL/ SOCIAL INDICATORS	CAREER DEVELOPMENT INDICATORS
Elementary School:	Students can describe how they have made choices.	Students can identify their feelings about options surrounding a decision.	Students can describe how their attitudes, skills, and priorities influence the decisions they make.
Middle/ Junior High School:	Students can describe the decision-making process and the concept of consequences in planning for future education and the transition from school to work.	Students can provide examples of how past decisions influence their present and future actions.	Students can describe the decision-making process and the consequences of making specific career plans.
High School:	Students can utilize a decision-making process to develop future educational goals and learning objectives.	Students can analyze how personal, family, and social factors influence their decisions, behaviors, and lifestyles.	Students can utilize a decision-making process to develop future career goals.

COMPETENCY SEVEN:
Students can recognize and consider the influence of gender and gender roles in their planning and decision-making.

Description:
It is important for students to realize that their gender may influence their view of the world and their expectations of themselves and others. It is also important for students to recognize how gender influences planning and decision-making. Students need encouragement to investigate nontraditional opportunities.

LEVEL	EDUCATIONAL INDICATORS	PERSONAL/ SOCIAL INDICATORS	CAREER DEVELOPMENT INDICATORS
Elementary School:	Students can define the meaning of "gender" and indicate how it might affect their learning.	Students can recognize the influence of gender differences and similarities on behavior.	Students can define "gender bias" and can describe how career opportunities need not be limited by gender.
Middle/ Junior High School:	Students can describe gender bias in school and ways it might affect educational decisions.	Students can analyze how traditional and emerging gender roles affect their behavior.	Students can describe gender bias and how bias might affect them in their career decisions and in work.
High School:	Students can describe the importance and influences of gender and gender equity on their educational planning and transition from school to work.	Students can recognize and respect the importance of gender equity for themselves and for society, and can effectively confront gender bias.	Students can analyze the historical effect of gender inequity and develop a plan that maximizes individual career opportunities.

COMPETENCY EIGHT:
Students can recognize and consider how diverse cultural perspectives can improve the quality of life in society.

Description:
The term "culture" includes groups that share a common history or have a linguistic, racial, geographic, social, or occupational bond that may affect the way people act. Students can describe the value of cultural diversity in American society.

LEVEL	EDUCATIONAL INDICATORS	PERSONAL/ SOCIAL INDICATORS	CAREER DEVELOPMENT INDICATORS
Elementary School:	Students can define the meaning of "culture" and can describe how learning about their own culture improves their understanding of self and society.	Students can behaviorally demonstrate respect for cultural differences and similarities.	Students can understand that career opportunities need not be limited by culture.
Middle/ Junior High School:	Students can identify different cultures in their school and community, and can describe the influence of culture on educational choices.	Students can describe how cultural differences and similarities affect their behavior.	Students can describe cultural differences and biases and how they might affect work activities and career decisions.
High School:	Students can describe the importance and influence of cultural diversity and equity on their educational planning and transition from school to work.	Students can validate the importance of cultural diversity and equity by behaviorally demonstrating respect for diversity and equity in school, work, and community environments.	Students can analyze the historic effect of cultural inequities and biases, and can develop a plan that maximizes individual career opportunities.

COMPETENCY NINE:
Students can work effectively in groups to accomplish common goals.

Description:
At school, within the family, and at work, people must cooperate with others to effectively complete a task or project.

LEVEL	EDUCATIONAL INDICATORS	PERSONAL/ SOCIAL INDICATORS	CAREER DEVELOPMENT INDICATORS
Elementary School:	Students can cooperatively work and play within a learning environment.	Students can recognize how their behavior and actions affect how others respond to them.	Students can describe how people work together and depend on each other.
Middle/ Junior High School:	Students can demonstrate an ability to organize the tasks necessary to successfully participate in cooperative learning.	Students can describe how their individual behaviors contribute to or detract from cooperative learning, work and play activities.	Students can analyze the skills needed to work cooperatively and recognize the importance of these skills in the workplace.
High School:	Students can demonstrate an ability to work cooperatively in diverse learning situations to achieve a common goal.	Students can demonstrate behavior which enables them to develop and maintain effective relationships throughout life.	Students can contribute to a work-based team to accomplish a common goal.

COMPETENCY TEN:
Students can effectively use nonviolent conflict management skills.

Description:
Students need to identify skills and feelings associated with conflict management and their influence in conflict situations. Students should understand the necessary components used to anticipate conflict and utilize skills to successfully manage conflict when it occurs.

LEVEL	EDUCATIONAL INDICATORS	PERSONAL/ SOCIAL INDICATORS	CAREER DEVELOPMENT INDICATORS
Elementary School:	Students can describe ways of dealing with their anger and the anger of others.	Students can express their feelings with "I" messages in an assertive, nonthreatening manner.	Students can describe the difference between cooperative and competitive behaviors.
Middle/ Junior High School:	Students can identify problems in conflict situations that occur in school and generate suggestions for managing the conflicts.	Students can describe and demonstrate skills used in anger management, and can display empathy in relationships with others.	Students can identify the relationship between stress and conflict in work environments, and can demonstrate stress-reduction techniques to prevent conflict.
High School:	Students can demonstrate problem-solving in conflict situations to achieve creative, win-win results, and can identify alternate dispute resolution methods when generalizing from school to other situations.	Students can state the differences between assertive, aggressive, and passive behaviors, and can apply this knowledge to be more effective in preventing and managing conflict.	Students can identify the different styles of authority in work settings, and can practice methods of responding.

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Career Map

Development Guide

This guide was developed by the State Tech Prep Leadership Group (TPLG) Mapping Workgroup. The guide is to assist Tech Prep (TP) consortium/councils and high schools in the development of career maps. You are encouraged to review the entire guide and then customize your career maps to meet the needs of students in your consortium/council or high school.

Fall, 1993

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TPLG Mapping Workgroup Recommendations

Recommendations

1. Each consortium will use existing occupational cluster and Wisconsin Techincal College System (WTCS) subcluster models for the interim. ****TPLG Curriculum Cluster Workgroup** will address clustering issues and explore the possibility of developing standard cluster/subcluster models. (*See Appendix A)*

2. Each consortium will develop subcluster maps incorporating all of the technical college programs in that consortium based on the *Recommended Mapping Components and Processes*.

3. Each consortium will develop/modify high school maps using the *Recommended Mapping Components and Processes*.

Definition/Purpose of Tech Prep Career Maps

A Tech Prep Career Map presents a recommended sequence of specific courses and experiences designed to build stronger foundations, increase competency levels and prepare high school graduates to make successful transitions to postsecondary education or work. A Tech Prep Career Map serves as a counseling resource designed to enable students to develop written career plans.

Career Map Components

Required

- WTCS Subcluster identified (*See Appendix A)*
- High school graduation requirements
- Recommended courses, electives, and experiences
- Postsecondary credit/advanced standing courses available to high school students
- Technical college program(s) of study identified

Optional

- Recommended cocurricular activities
- Entry level knowledge and skills for post-secondary programs
- Demographic, labor market, waiting list and/or placement information for technical college programs
- Related postsecondary baccalaureate degree programs and other career opportunities
- School supervised work-based learning experiences (i.e. Coop, youth apprenticeships, internships, etc.)

The Tech Prep Consortium/Council will:

☑ Determine the format of Career Maps based on components listed on Page 2.

☑ Identify WTCS subclusters to be used for developing Career Maps. Subclusters should group related technical college programs requiring similar preparation. Many technical colleges have already grouped their programs in this way. *(See Appendix A & B)*

☑ Develop prototypic maps *(See Appendix C)* for each subcluster. Prototypic maps should include the required components and advocate the use of applied courses (i.e. CORD materials) in addition to traditional college prep courses.

☑ Assemble prototypic maps for each subcluster and templates for high school maps into a Consortium/Council Mapping Resource Guide and distribute to consortium schools for development of customized career maps. *(See Appendix C)*

☑ Provide technical assistance to high school teams/committees as they work to customize career maps for their school.

Important: There must be significant technical college involvement in the development of the maps at the consortium level. In particular, technical college consortium representatives should be involved in:

- developing subcluster groupings of technical college programs
- identifying entry level competencies for each subcluster
- providing program placement data
- providing information on career opportunities in subcluster areas

The High School will:

- Assemble a high school career mapping committee. Suggested members include academic and vocational faculty, guidance counselor(s), curriculum coordinator, administrator, and technical college representative.
- Define the purpose of the committee.

Sample Purpose Statement:
The purpose of this committee is to develop Tech Prep Career Maps to outline the courses needed by students to prepare for postsecondary programs related to their chosen career goals. This committee will develop a procedure for our school that will incorporate the use of career maps, career portfolios, interest inventories, and other career information in helping each student to develop a written career plan. This career plan will be used by the student to assist in making postsecondary decisions such as college, technical college, apprenticeship, work, or the military.

- Customize maps for each subcluster to meet local needs using your consortium's Mapping Resource Guide. *(See Appendix C)*
  1. Adapt or adopt prototypic map format from your consortium's Mapping Resource Guide.
  2. Identify first subcluster to begin customizing.
  3. Indicate and recommend courses to meet high school graduation requirements. Advocate the use of applied courses in addition to traditional college prep academics to meet high school graduation requirements.
  4. Identify recommended electives appropriate for the subcluster area.
  5. Identify postsecondary credit/advanced standing courses.
  6. Identify technical college program of study.

Optional

7. Identify appropriate cocurricular activities.
8. Identify courses that address entry level knowledge and skills for postsecondary programs in the subcluster area.
9. Identify related subclusters.
10. Identify appropriate demographic and labor market information.
11. Identify other postsecondary options such as baccalaureate degree programs and other career opportunities.
12. Identify school supervised work-based learning opportunities (ie. Coop, youth apprenticeships, internships, etc.)
13. Include other information at local discretion.

✎ Follow steps 1-13 for the remaining subcluster areas.

✎ Inservice staff on Tech Prep Career Maps and provide an opportunity for staff members to give feedback and to get involved in the process.

✎ Develop a career guidance procedure in which students use Tech Prep Career Maps in developing written career plans.

✎ Use the information included in your subcluster maps as the basis for developing or validating the broad occupational clusters you use to organize your high school coursework.

Cluster/Subcluster Information

Definitions:
Occupational Clusters are broad categories of occupations that form the basis for initial career exploration and discovery. Occupational clusters are similar to, but not necessarily the same as traditional vocational education clusters. Typically, a high school (or school district) will identify five or six occupational clusters and will use these clusters for career exploration and guidance purposes. Schools can also use these clusters as a focus for curriculum integration.

Subclusters are more narrow and specific than occupational clusters and reflect another step in the process of setting a career goal. At this point the student will target a subcluster of postsecondary programs that relate to their identified career goal. Technical college programs can be grouped into anywhere from 15-25 subclusters. In most cases, programs in a subcluster would require the same types of student preparation at the secondary level. For this reason, Tech Prep Career Maps are initially developed at the subcluster level.

	Example:
Cluster:	Business/Marketing
Subclusters	Business Administration Office Technology Computer Info Systems Marketing

Clusters, Subclusters, and Secondary Course Work:
Clusters & subclusters at the secondary level: A Tech Prep Career Map will focus on a specific subcluster (an occupational area into which a local technical college has grouped similar occupational programs). To bridge the gap between what is known about a student (interests and abilities) and how this information relates to specific subclusters, the high school committee may want to group subclusters into broad occupational clusters. *(See Appendix A)*

Career maps and secondary coursework: Using the information included in the subcluster maps high schools may uncover gaps in coursework offered, core courses that ought to be common to all or most subclusters, and/or coursework that has outlived its usefulness. The more meaningfully coursework is organized the more useful it will be to students as they attempt to use awareness of their interests, aptitudes, preferences, likes and dislikes as a basis for focusing on a more specific postsecondary subcluster.

Using Career Maps to Create Meaningful Learning Experiences

Overcoming "aimlessness" is the motive behind career mapping. According to Howard Gardner,

> *"The single most important contribution education can make to a child's development is to help him toward a field where his talents best suit him, where he will be satisfied and competent. We've completely lost sight of that. Instead, we subject everyone to an education where, if you succeed, you will be best suited to be a college professor. And we evaluate everyone according to whether they meet that narrow standard of success.*
>
> *We should spend less time ranking children and more time helping them to identify their natural competencies and gifts and cultivate those. There are hundreds and hundreds of ways to succeed and many, many different abilities that will help you get there."*

Career mapping of necessity assumes that students have a relatively good, albeit tentative, sense of where thy are headed by the end of the 10th grade! Yet most students who are currently completing high school do not have viable postsecondary goals or plans to achieve them. Many are not aware of the numerous options available to them.

New curriculum, or at least new curriculum configurations, better suited for helping students discover their talents and the multitude of places where these talents might best be "employed", are desperately needed. Configurations are needed which have as their major purpose helping students explore and ultimately recognize how all of their interests, aptitudes, abilities, and preferences relate to different workplace environments...so that they can make informed 11th and 12th grade **and** postsecondary education choices.

Career maps developed in response to this guide will not be as useful to students as they ought to be until students entering the eleventh grade have tentative life's work goals. Students also need to recognize the importance of systematically planning to achieve their tentative goals and must possess the planning skills necessary to make viable educational choices.

Experiences organized around the existing vocational education clusters are typically far too narrow in scope and tend to prematurely limit a student's view of his/her options. There is as much diversity within the existing vocational education clusters as there is between them! Most of the new occupations created during the last decade do not even logically fit into one of the existing clusters.

New ways of organizing learning experiences to help students focus on their life's work are currently being tested around the United States. At Woodland High School in Woodland, California, for example, they have begun to restructure the way curriculum and instruction are delivered to students. They say that kids were not seeing the connection between education and their personal lives. Their Career Opportunity Paths in Education (COPE) results in all students being placed in one of six career paths upon entering the tenth grade. Based upon the student's academic goals and career interests, a four year academic/career plan is developed. The role of career maps in Woodland is obvious!

Existing research on personality types and work environments might have even greater implications for how learning experiences ought to be organized in order to facilitate life's work planning. Holland's book *Making Vocational Choices: A Theory of Careers*, for example, suggests that in our culture most persons can be categorized as one of six types: realistic, investigative, artistic, social, enterprising and conventional. He also maintains that there are six parallel environments which are dominated by the same personality type. If his assumptions are correct, a major purpose of education should be to provide learning experiences which will help students discover their dominant personality type so that they can ultimately exercise their skills, talents and abilities and take on agreeable problems and roles.

There are many other models that need to be investigated. Even the new *Dictionary of Occupational Titles* includes information pertaining to the personal attributes and skills jobs require.

A statewide committee will soon be working to systematically investigate ways K-12 schools can organize learning experiences to assist students to zero in on meaningful and appropriate life's work goals. Learning experiences need to be organized to help students discover their talents and the "fields" or "environments" where these talents might best be "employed".

This committee, comprised of K-12, technical college and university educators, will systematically research, discuss, and propose a new student needs driven way of reorganizing learning experiences which will enable all students to:

- systematically explore (on an ongoing basis) and document (via a portfolio) their personal attributes (i.e. a profile of their interests, aptitudes, talents - both "academic" and "technical" - preferences, likes, dislikes, etc.)

- become aware of the critical need for postsecondary education and the breadth and scope of the exciting postsecondary education experiences available.

- identify and begin to focus on the broad range of postsecondary experiences (subclusters) that require or "employ" the student's profiled characteristics.

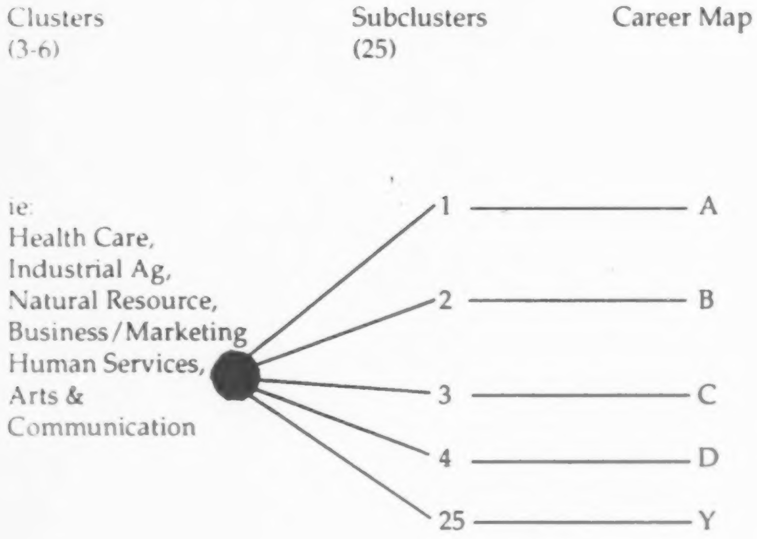
- focus on broad, albeit tentative, postsecondary goals and develop viable plans to achieve them.

- recognize the importance and/or consequences of emphasizing ("majoring in") specific elective coursework available to them during their junior and senior years of high school.

After studying and reflecting on available options, the committee will identify what it believes are the most desirable model(s) for the State of Wisconsin. State level policy makers will then be encouraged to adopt this model and recommend that schools use it as a coherent means of facilitating better life's work planning.

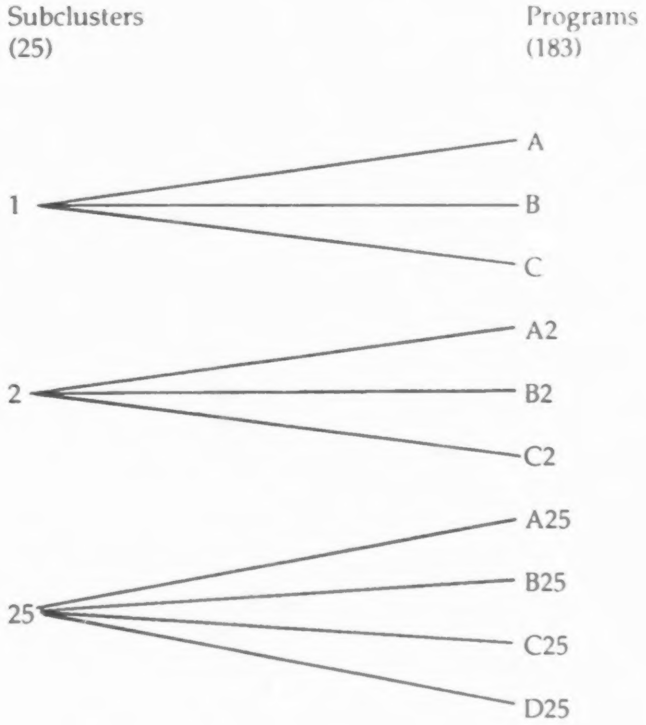
Diagram to Show Relationship Among Clusters, Subclusters & Programs

High School


Clusters
(3-6)
Subclusters
(25)
Career Map
ie:
Health Care,
Industrial Ag,
Natural Resource,
Business/Marketing
Human Services,
Arts &
Communication
1
2
3
4
25
A
B
C
D
Y

Components:
- Required courses for graduation
- Recommended required courses where options exist
- Recommended elective courses
- Recommended technical college credit courses
- Recommended cocurricular activities (to include job shadowing, service to community)
- List of entry level competencies
- List of postsecondary options based on interests, abilities (college, technical college, apprenticeship, work, etc.)
- List of specific career choices based on interests and abilities

Technical College


Subclusters
(25)
Programs
(183)
1
2
25
A
B
C
A2
B2
C2
A25
B25
C25
D25

Appendix B: Sample Cluster, Subcluster, Program

WESTERN WISCONSIN TECHNICAL COLLEGE
304 North Sixth Street
La Crosse, WI 54602-0908

Career Clusters: Business

1. **Business Administration Sub-Cluster:**
    - Accounting (A.D.)
    - Business Administration-Personnel (A.D.)
    - Finance (A.D.)
    - Paralegal (A.D.)
    - Supervisory Management (A.D.)*
2. **Computer Information Systems Sub-Cluster:**
    - Microcomputer Specialist (A.D.)
    - Programmer/Analyst (A.D.)
    - Office Computer Specialist (V.D.)
3. **Marketing Sub-Cluster:**
    - Fashion Merchandising (A.D.)
    - Marketing (A.D.)
    - Retail Marketing (A.D.)
4. **Office Technologies Sub-Cluster:**
    - Administrative Assistant-Information Processing (A.D.)
    - Medical Secretary (A.D.)
    - Legal Secretary (A.D.)
    - Office Assistant (V.D.)

Career Clusters: Home Economics

5. **Child and Adult Care Services Sub-Cluster:**
    - Child Care and Development (A.D.)
    - Community Development Disabilities Associate (A.D.)
6. **Interior Design Sub-Cluster:**
    - Interior Design
7. **Food Service and Production Sub-Cluster:**
    - Food Service Management (A.D.)
    - Food Production Specialist (V.D.)

KEY: (A.D.) Associate Degree
(V.D.) Vocational Diploma
(V.C.) Vocational Certificate

Career Clusters: Human Services

8. **Diagnostic and Therapeutic Health Services Sub-Cluster:**
    - Dental Hygiene (A.D.)
    - Electroneurodiagnostic Technology (A.D.)
    - Medical Laboratory Technician (A.D.)
    - Physical Therapist Assistant (A.D.)
    - Radiography (A.D.)
    - Respiratory Care Practitioner (A.D.)
9. **Health Care Administrative Services Sub-Cluster:**
    - Medical Record Technician (A.D.)
    - Central Service Technician (V.D.)
    - Health Unit Coordinator (V.D.)
10. **Health Care Support Services Sub-Cluster:**
    - Dental Assistant (V.D.)
    - Medical Assistant (V.D.)
    - Surgical Technician (V.D.)
11. **Nursing Sub-Cluster:**
    - Associate Degree Nursing-RN (A.D.)
    - Homemaker/Home Health Aide (V.C.)
    - Nursing Assistant (V.C.)
    - Practical Nursing (V.D.)
12. **Public Safety Services Sub-Cluster:**
    - Protective Services (A.D.)
    - Emergency Medical Technician (V.C.)
    - Police Basic Training (V.C.)

Career Clusters: Agriculture

13. **Agriculture Sub-Cluster:**
    - Agribusiness and Science Technology (A.D.)
    - Farm Business and Production Management (V.D.)*

Career Clusters: Industrial Technologies

14. **Construction Sub-Cluster:**
    - Air-Conditioning (A.D.)
    - Fabrication Welding (V.D.)
    - Refrigeration Servicing (V.D.)
    - Welding (V.D.)
    - Wood Technics (V.D.)

15. **Electronics Sub-Cluster:**
    - Biomedical Electronics (A.D.)
    - Electromechanical Technology (A.D.)
    - Electronics (A.D.)
    - Electronic Servicing (V.D.)

16. **Graphics/Printing Sub-Cluster:**
    - Commercial Art (A.D.)
    - Printing and Publishing (Electronic Publishing) (A.D.)
    - Visual Communication (A.D.)
    - Printing (V.D.)

17. **Manufacturing Sub-Cluster:**
    - Industrial Engineering Technician (A.D.)*
    - Mechanical Design Technician (A.D.)
    - Quality Assurance Technician (A.D.)*
    - Machine Tooling Technics (V.D.)
    - Machine Tool Operation (V.D.)

18. **Transportation Sub-Cluster:**
    - Auto Body and Paint Technician (V.D.)
    - Automotive Technician (V.D.)
    - Diesel and Heavy Equipment Technician (V.D.)

*Students are generally employed while enrolled in this program

LAKESHORE TECHNICAL COLLEGE
1290 North Ave
Cleveland WI 53015
458-4183 or 684-4408

The following career clusters and subclusters have been identified for development within the confines of the tech prep initiative. The development of a sequential course of studies into these clusters and subclusters will result in:

1. Articulation of "like" programs that need a similar academic base in high school.
2. The promotion of statewide articulation.
3. The development of entry-level competencies that assist students in high school course selection.

CAREER CLUSTER: BUSINESS/MARKETING

Subcluster: Business Administration

- Accounting (AD)
- Finance (AD)
- Materials Management (AD)
- Supervisors Management (AD)*

Subcluster: Computer Information Systems

- Microcomputer Specialist (AD)
- Programmer/Analyst (AD)

Subcluster: Marketing

- Industrial Marketing (AD)*
- Marketing (AD)

Subcluster: Office Technologies

- Administrative Assistant-Information Processing (AD)
- Administrative Assistant-Secretarial (AD)
- Court and Conference Reporting (AD)
- Medical Secretary (AD)
- Office Assistant (VD)
- Paralegal (AD)

* Students are generally employed while enrolled in this program.

CAREER CLUSTER: FAMILY AND CONSUMER EDUCATION

Subcluster: Child and Adult Care Services

- Child Care Services (VD)

CAREER CLUSTER: HEALTH SERVICES/MEDICAL SERVICES

Subcluster: Diagnostic and Therapeutic Health Services

- Radiography (AD)

Subcluster: Health Care Support Services

- Optician/Manager (AD)
- Dental Assistant (VD)
- Eyecare Technician (VD)
- Medical Assistant (VD)
- Pharmacy Technician (VD)

Subcluster: Nursing

- Nursing-Associate Degree—RN (AD)
- Nursing Assistant (VAD)

Subcluster: Public Safety Services

- Police Science (AD)
- Emergency Medical Technician-Basic (VAD)
- Paramedic (VAD)*
- Police Basic Recruit Training (VAD)*

Subcluster: Environmental Safety Services

- Fire Science (AD)*
- Hazardous Material Handling Technician (AD)
- Health Physics Technician (AD)

* Students are generally employed while enrolled in this program.

CAREER CLUSTERS: AGRIBUSINESS/AGRISCIENCE

Subcluster: Agribusiness

- Farm Business and Production Management (VAD)*

Subcluster: Animal Science

- Equine Management (AD)
- Dairy Herd Management (VD)

CAREER CLUSTER: TECHNICAL/INDUSTRIAL

Subcluster: Electronics

- Electro-Mechanical Technology (AD)
- Electronics (AD)
- Electrical Power Engineering Technician (AD)
- Electronics Servicing (VD)

Subcluster: Graphics/Printing

- Printing (VD)

Subcluster: Manufacturing

- Industrial Engineering Technician (AD)*
- Mechanical Design Technician (AD)
- Machine Tool Operation (VD)
- Welding/Fabrication and Maintenance (VAD)

Subcluster: Transportation

- Auto Body and Paint Technician (VD)
- Automotive Maintenance Technician (VD)

AD = Associate Degree
VD = Vocational Diploma
VAD = Vocational Adult Diploma

* Students are generally employed while enrolled in this program.

WESTERN WISCONSIN TECHNICAL COLLEGE

304 North Sixth Street
La Crosse, WI 54602-0908

TECH PREP
WESTERN WISCONSIN

BUSINESS

BUSINESS ADMINISTRATION

CAREER CLUSTER MAP (1)

TECH PREP STAFF:
Phone: (608) 785-9089

Jerry Redman, Ph.D.
Coordinator

Kerry Hogan
Curriculum Specialist

Ann Stansbury
Secretary

January 1993

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WWTC PROGRAMS:

- Accounting
- Business Administration-Personnel
- Finance
- Paralegal
- Supervisory Management

CAREER OPTIONS:

- Accountant
- Account Payable/Receivable Clerk
- Administrative Assistant
- Bookkeeper
- Cashier/Teller
- Claims Adjuster/Agent
- Customer Service Representative
- Financial Manager
- Human Resource Specialist
- Inventory Control Manager
- Legal Assistant
- Loan Officer
- Paralegal
- Personnel Clerk
- Office/Operations Manager
- Payroll/Cost Accountant
- Program Supervisor/Foreman

FOR MORE INFORMATION PLEASE CALL:

Jeff Naill, Chair
Business
(608) 785-9167

Robert Franks, Ph.D., Dean
Business
(608) 785-9168

WWTC PLACEMENT DATA:

Program	1988-1991 # Graduates	1988-1991 Graduates Employed	1988-1991 Graduates Employed in Area of Training	Graduates Responding to Placement Reports	1990-1991 Median Monthly Salary for Graduates
Accounting	116	105	88	109	$ 1039
Business Administration-Personnel	59	39	19	53	$ 1083
Finance	57	45	31	57	$ 1039
Paralegal	*32	*20	*10	*28	$ 1004
Supervisory Management	19	17	10	18	**

*No data available for 1988-1989

**Students are already employed while enrolled in this program.

RECOMMENDED HIGH SCHOOL COURSES FOR BUSINESS ADMINISTRATION CLUSTER

YEAR	ENGLISH	SCIENCE	MATH	SOCIAL SCIENCE	OTHER	OCCUPATIONAL RELATED
12	English 4 and/or Applied Communications			Economics		Business Law Computerized Accounting
11	English 3	Principles of Technology II (optional)	Business Math and/or Algebra I	Government		Bookkeeping/Accounting Entrepreneurship
10	English 2	Principles of Technology I and/or General Science	Applied Math II	Geography	Physical Education	Introduction to Business General Marketing Machine Calculation
9	English 1	Biology and/or Applied Biology/Chemistry	Applied Math I	History	Physical Education/Health	Keyboarding Introduction to Microcomputers

☐ Number of years required in each academic area by the Department of Public Instruction

January 1993

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INTEGRATION AND APPLICATION OF ACADEMIC AND TECHNICAL CURRICULUM

Why do I have to know this?

When am I going to use it?

These are two of the most frequently asked questions from students as they are learning. Their answers lie in the instructional techniques of *curriculum integration* and *curriculum application*--two interrelated, yet distinct concepts.

For too long our schools have relied on students making the appropriate connections between concepts they learn in one class and those that they learn in another. Students were also expected to know when and how to use the concepts they learned in all other settings. We have learned through practice that all students--K-12, postsecondary and adults--achieve more when curriculum connections are made for them and when they are asked to apply newly-acquired knowledge to real-world settings. We have also learned that classroom teachers are key to incorporating these changes in curriculum.

Curriculum integration is making connections for students so they see the relevancy and importance in their learning. It brings together concepts, generalizations and/or processes for learners and avoids the separate-subject, fragmented approach to learning. It is the ability to pull together the "parts," not to form a new single-use product, but to create a "new whole" that represents a diversified cross-functional product. This analogy is best demonstrated in the curriculum integration intended in Tech Prep/School-to-Work, which specifically calls for the integration of academic and technical curriculum. Other points relative to integration include:

- Integrated curriculum is based on clear goals that are contextualized through work.
- Integration refers more to the structure and sequence of the curriculum rather than to the process by which the learner assembles its elements. (DPI Connecting the Curriculum Project)
- Integration requires having a shared vision based on the needs of students, support for teachers, priority in the school and commitment to connect with the workplace.
- There are several models for integrating curriculum that accommodate the needs of learners, teachers, schools and the workplace.

Curriculum application is the methodology through which students experience the curriculum. Another phrase used to describe the application of academic disciplines to technical areas is "applied academics." More applied teaching and learning techniques are also being embraced in school as teachers engage students in their own learning through real-world demonstration of skills and knowledge. The range of work-based learning opportunities for students also represents application, including youth apprenticeship, cooperative education, internships and job shadowing.

Integration and application of curriculum work hand-in-hand with each other. The most effective use of these strategies takes place when academic and technical teachers integrate skills, knowledge and process and decide how they will be taught in an applied manner to master competency. Business and industry has recognized the need to integrate and apply as these are the primary skills needed in the workplace today. They have communicated this need to the public and education is responding. As more and more, integrated and applied curricula is implemented, we are creating a situation whereby as students learn they will be able to answer for themselves:

Why do I have to know this?

When am I going to use it?

> *In order to capture the spirit of integration, we embrace our history through Latin "curricula," which originally meant the "race you ran;" later the track on which the race was run, and still later; the organized body of knowledge students were supposed to learn. Here is the simple truth most people ignore: Business has always been involved in curriculum, it's whether or not the graduates can "run a race" in the current competitive marketplace that troubled them then and troubles them now.*[1] *Business understands the dynamic and integrated and applied nature of knowledge, skills and processes; education must rediscover the relationships among knowledge, skill and processes.*

---

[1] Wiltrout, Daniel, Ph.D., notes on Herbert Kliebard, Ph.D., Professor of Education, University of Wisconsin-Madison Educational Policy Studies, lecture notes in October, 1991.

Prepared by: Gabrielle Banick Wacker, Ph D., Michael Tokheim, Mark Johnson, Education Consultants, WTCSB
orig March 1, 1995, f:\stw\edissues\appinteg

CURRICULUM INTEGRATION THROUGH TECH PREP/SCHOOL-TO-WORK
June 1995

INTRODUCTION

The integration of academic and technical education as described by the Carl D. Perkins Vocational and Applied Technology Act of 1990 and reinforced by the School-to-Work Opportunities Act of 1994 includes:

> ...the planned coordination and sequencing of courses, curricula, and/or programs so that students can develop and achieve both academic and vocational competencies. It strives to bring vocational and academic education into a common and equal relationship. It emphasizes contextual learning through a variety of approaches. It is both a secondary and postsecondary phenomenon.

JOINT SECONDARY AND POSTSECONDARY PROFESSIONAL DEVELOPMENT FOR INTEGRATION

Wisconsin has provided direction for academic and technical integration since 1991 through the 16 Tech Prep/School-to-Work consortiums across the state. The "Targets and Tasks" philosophy developed by Fortier and Moser of the Department of Public Instruction serves as the basis for this effort that incorporates the Wisconsin Learner Goals and Outcomes in all curriculum development. A train-the-trainer model is established whereby teams of teachers from each consortium developed and implemented integrated curriculum with performance-based assessment tasks validated by business and industry. During the 1995-96 school year these teams of educators will train other teachers in using the integrated task framework to affect the teaching/learning process and enhance student learning.

A major premise of this curriculum development is that the individual classroom teacher is empowered and committed to developing integrated tasks. This is best achieved through a supportive school culture that values connecting concepts for students and encourages teachers to try new and different approaches to teaching and share effective practices.

Most high schools and technical colleges across the state have established integrated and applied curriculum teams and incorporated curriculum integration into their school's mission, goals and philosophy. The next step will be to truly incorporate "systems change" strategies into all school/curriculum practices through a School-Based Systems Change Process that includes the following steps:

(1) commit to a learning driven model;
(2) determine the skills and knowledges that all learners should know and be able to do;
(3) develop a long range, long term, comprehensive professional development plan;
(4) determine the structure necessary to accomplish student goals;
(5) connect with all postsecondary options; and
(6) evaluate, modify, evaluate, modify...

These steps are further supported by statewide goals and directions for Tech Prep and School-to-Work. Specifically, the Tech Prep Quality Components developed in 1992 and the School-to-Work School-Based Learning Goals developed in 1994 advocate that

- Students demonstrate higher levels of achievement in math, science and communications and demonstrate increased technical competence. (Tech Prep Quality Component A)
- Students experience learning activities appropriate to their individual learning style and motivation and based on authentic life and work tasks. (Tech Prep Quality Component C)
- Curriculum content and delivery is applied and integrated and focuses on authentic tasks. (Tech Prep Quality Component F)
- All students will have access to integrated and applied performance-based curriculum that aligns secondary and postsecondary education so that students transition between systems without delay or duplication, and which utilizes effective learning strategies to meet the needs of all learners. (School-to-Work School Based Learning Goal III)

INTEGRATION AT THE TECHNICAL COLLEGE

Since the mission of the Wisconsin Technical College System focuses on the needs of the marketplace, curriculum integration at the postsecondary level has several distinguishing characteristics from that of the secondary level. These include:

> ...the technical college is more occupationally focused and based on the needs of the workplace, therefore, the workplace is a natural setting for integration.
>
> ...technical college educators have a major responsibility to keep current with the labor market and work with business and industry to integrate academic and technical education based on the skills and knowledges students will need to know and perform on the job.
>
> ...on the technical college level, skills--not necessarily courses--are integrated and technical college integration is followed by application to a specific discipline area so that students immediately see the relevance in the concepts they are learning.

In working with business and industry, it is clear that they understand the dynamic and integrated nature of knowledge, skills and processes. Education needs to learn from them and rediscover the relationship between these things and help students make connections that will benefit them throughout their lives.

This document was prepared by the Wisconsin Technical College System School-to-Work Team: Gabrielle Banick Wacker, Ph.D., Mike Tokheim and Mark Johnson. Questions Regarding the School-Based Change Process or integration at the secondary level can be addressed to Mary Jane Best-Louther at the Department of Public Instruction

BUSINESS ADMINISTRATION CAREER CLUSTER MAP

KEY: Accounting (A)Associate Degree - 68 Credits
Business Administration-Personnel (BA) Associate Degree - 68 Credits
Finance (F) Associate Degree - 67 Credits
Paralegal (P) Associate Degree - 64 Credits
Supervisory Management (SM) Associate Degree - 66 Credits

01/93

TERM	ENGLISH	SCIENCE	MATH	SOCIAL SCIENCES	OCCUPATIONAL			ELECTIVE
13 SPRING	**Written Communications** 801-195, 3 CR., (A)(F) **Speech** 801-198, 3 CR., (BA) **Technical Reporting** 801-197, 3 CR., (SM)		**Mathematics of Finance** 102-148, 3 CR., (F)	**Introduction to Psychology** 809-198, 3 CR., (A) **Economics** 809-195, 3 CR., (P) **Introduction to Psychology** 809-198, 3 CR., (P)	**Accounting Principles II** 101-124, 4 CR., (A)(F) **Computerized Accounting Systems** 101-125, 3 CR., (A) **Business Law** 102-130, 3 CR., (A)(SM) **Human Resources Policy and Administration** 102-125, 3 CR., (BA) **Occupational Safety and Health** 102-174, 2 CR., (BA)	**Introduction to Microcomputers** 107-104, 3 CR., (BA) **Supervision Principles** 196-102, 3 CR., (BA) **Money and Banking** 102-124, 3 CR., (F) **Advanced Spreadsheet Concepts** 107-124, 2 CR., (F) **Income Tax Accounting I** 101-165, 4 CR., (P)	**Criminal Law** 1101-24, 2 CR., (P) **Litigation** 110-138, 4 CR., (P) **Management Theories and Organizational Study** 196-144, 3 CR., (SM) **Managing for Quality** 196-192, 3 CR., (SM) **Performance Appraisal and Development** 196-135, 3 CR., (SM)	**Elective** 3 CR., (BA)(SM)
13 FALL	**Written Communications** 801-195, 3 CR., (P)(SM)(BA)		**Business Math** 105-117, 3 CR., (A)(F)(BA)	**Economics** 809-195, 3 CR., (A)(BA)	**Accounting Principles I** 101-114, 4 CR., (A)(F)(P)(SM) **Payroll Accounting** 101-129, 2 CR., (A) **Machine Calculation** 103-117, 1 CR., (A) **Keyboarding Fundamentals** 106-133, 1 CR., (A) **Introduction to Microcomputers** 107-104, 3 CR., (A)(F)(P)	**Introduction to Business** 102-106, 3 CR., (BA) **Community Services** 102-119, 2 CR., (BA) **Business Organization and Management** 102-128, 3 CR., (BA)(F) **General Finance** 102-116, 3 CR., (F)	**Introduction to Paralegal and Ethics** 110-115, 5 CR., (P) **Environmental & Safety Management** 196-186, 2 CR., (SM) **Supervision Principles** 196-102, 3 CR., (SM) **Labor Relations** 196-114, 3 CR., (SM)	

BUSINESS ADMINISTRATION CAREER CLUSTER MAP

KEY: Accounting (A)Associate Degree - 68 Credits
Business Administration-Personnel (BA) Associate Degree - 68 Credits
Finance (F) Associate Degree - 67 Credits
Paralegal (P) Associate Degree - 64 Credits
Supervisory Management (SM) Associate Degree - 66 Credits

01/93

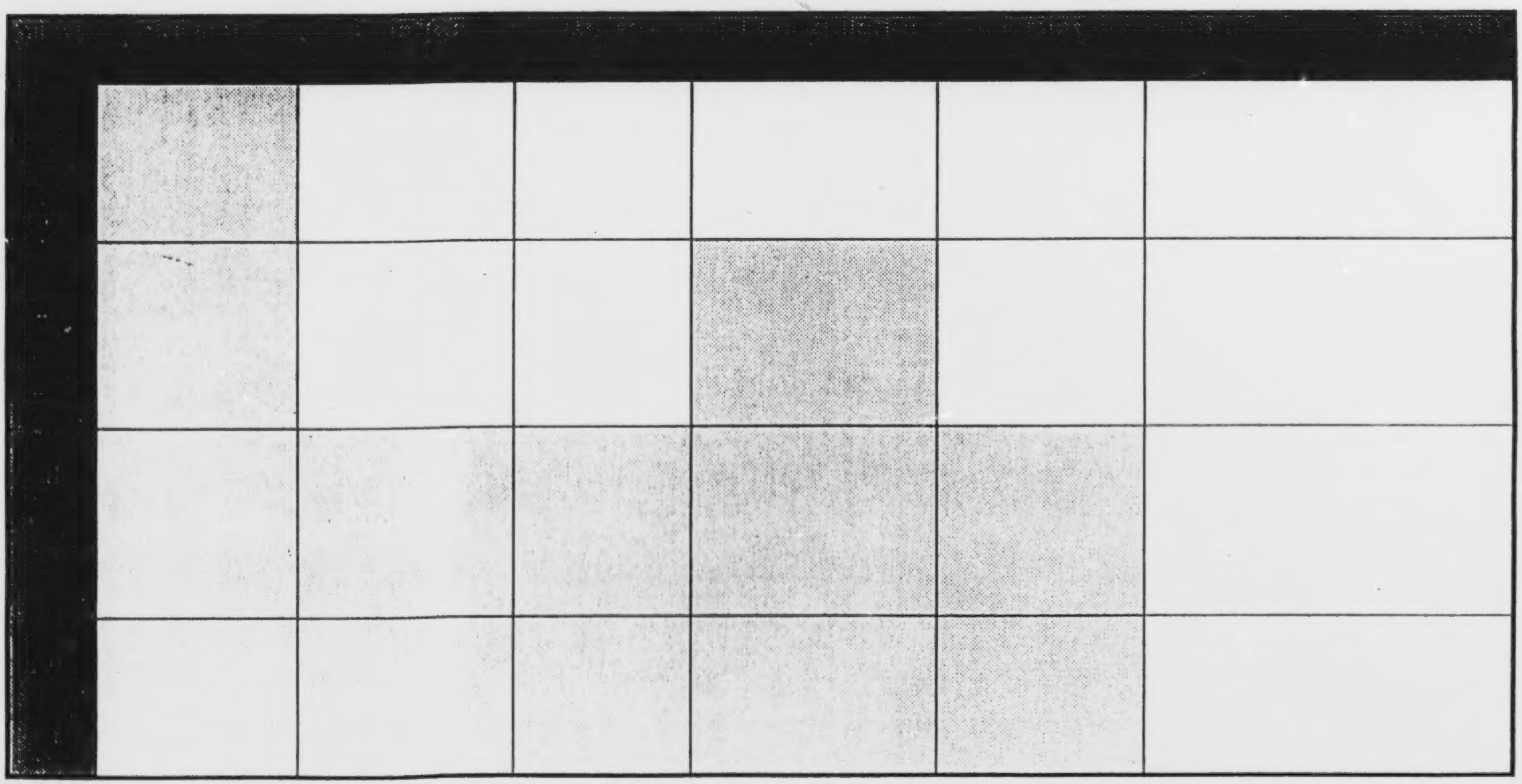
TERM	ENGLISH	SCIENCE	MATH	SOCIAL SCIENCES	OCCUPATIONAL			ELECTIVE
14 SPRING				**Introduction to Psychology** 809-198, 3 CR., (BA)(F)(SM) **Economics** 809-195, 3 CR., (F)(SM) **Introduction to Sociology** 809-196, 3 CR., (A)	**Accounting Spreadsheets (Computerized)** 101-138, 3 CR., (A) **Cost Accounting II** 101-159, 3 CR., (A) **Intermediate Accounting II** 101-155, 4 CR., (A) **Seminar in Accounting** 101-163, 2 CR., (A) **Organizational Training and Development** 102-159; 3 CR., (BA) **Risk Management and Insurance** 102-162, 3 CR., (BA)(F)	**Compensation Management** 102-172, 3 CR., (BA) **Human Resource Practices** 102-183, 3 CR., (BA) **Corporate Finance** 102-166, 3 CR., (F) **Credit Procedures** 102-187, 3 CR., (F) **Administrative Law** 110-155, 2 CR., (P) **Administration of Estates** 110-168, 4 CR., (P)	**Introduction to Corporate Law** 110-172, 3 CR., (P) **Internship** 110-175, 1 CR., (P) **Introduction to Microcomputers** 107-104, 3 CR., (SM) **Productivity Enhancement** 196-170, 3 CR., (SM) **Fundamentals of Budget Analysis** 196-184, 3 CR., (SM)	**Elective** 3 CR., (A)(BA)(F)(P) **Elective** 3 CR., (P)
14 FALL	**Speech** 801-198, 3 CR., (A)(F)(P)		**Business Math** 105-117, 3 CR., (SM)	**Introduction to Sociology** 809-196, 3 CR., (BA)(F)(P)(SM)	**Cost Accounting I** 101-149, 3 CR., (A) **Intermediate Accounting I** 101-145, 4 CR., (A) **Income Tax Accounting I** 101-165, 4 CR., (A) **Accounting Principles I** 101-114, 4 CR., (BA) **Interviewing Skills** 102-142, 3 CR., (BA) **Equal Employment Opportunities** 102-158, 3 CR., (BA)	**Financial Planning and Investment** 102-177, 3 CR., (F) **Real Estate Finance** 102-185, 3 CR., (F) **Family Law** 110-126, 3 CR., (P) **Labor Relations** 196-114, 3 CR., (BA) **Business Law** 102-130, 3 CR., (F) **Debtor-Creditor Relations** 110-143, 4 CR., (P)	**Legal Research and Writing** 110-157, 4 CR., (P) **Human Resource Management** 196-193, 3 CR., (SM) **Leadership Development** 196-190, 3 CR., (SM) **Supervision** 196-191, 3 CR., (SM)	**Elective** 3 CR., (A)(F)(SM)
Total Credits	(A): 6 (BA): 6 (F): 6 (P): 6 (SM): 6	(A): 0 (BA): 0 (F): 0 (P): 0 (SM): 0	(A): 3 (BA): 3 (F): 6 (P): 0 (SM): 3	(A): 9 (BA): 9 (F): 9 (P): 9 (SM): 9	(A): 44 (BA): 44 (F): 40 (P): 43 (SM): 42			(A): 6 (BA): 6 (F): 6 (P): 6 (SM): 6

WESTERN WISCONSIN TECHNICAL COLLEGE

Name: ______________________ **School:** ______________________

Cluster: ______________________ **Date:** ______________________

CAREER CLUSTER MAP



☐ Number of years required in each academic area by the Department of Public Instruction

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Career Map in Electronics (E), Electro-Mechanical Technology (EM), Electrical Power Engineering Techncian (EP), and Electronic Servicing (ES)

14	E-Technical Physics II-3cr E-Technical Physics I-3cr EP-Thermodynamics-3cr				Computer Maint. & Svc.-3cr VCR Maint. & Svc.-2cr Electronic Troubleshooting I-5cr Electronic Troubleshooting II-5cr Electronic Systems II-5cr Electonic Systems I-5cr	Electronic Layout & Stnds.-2cr Computer Systems I-3cr Basic Programming-3cr	Robotics-2cr Electro-Mechanical Systems-3cr	Instrumentation & Controls II-3cr Power Transmission & Distribution-3cr Power Generation Plants II-4cr Electrical Machines-4cr	Motors & Controls II-2cr Microprocessors-4cr Programmable Controllers-3cr Digital Electronics-3cr	Any A.D. course is allowable Electronic Troubleshooting-3cr Computer Systems II-3cr Computer Systems III-4cr
13	ES-Science Applications-1cr Pneumatics-2cr Fluid Power-4cr	ES-Social Science 2cr Economics-3cr Contemporary American Society-3cr Psychology of Human Relations-3cr	ES-Math for Elec. Svc. II-2cr ES-Math for Elec Svc I-3cr Advanced Algebra-3cr Trig-3cr Algebra-3cr	ES-Employment & Job Seeking Comm-2cr Technical Reporting-3cr Written Comm-3cr Oral/ Interpersonal Comm-3cr	Electronic Applications-2cr		Mechanisms-2cr	Electrical Drafting & Standards-2cr Instrumentation & Control I-4cr Power Generation Plants I-3cr	Motors & Controls I-3cr AC/CD Circuit Analysis-2cr Principles of Elect-4cr DC Electronics-3cr AC Electronics-3cr	
	Science	Soc. Studies 9	Math 9	English 6	Other-ES	Other-E	Other-EM	Other- EP	Core	Electives 6
	EP-3; ES-3; EM-6; E-6	ES-2	ES-5	ES-2					EP-18; ES-18; EM-25; E-24	ES-6

ES-57 cr; E-68 cr; EM-68 cr, EP-68 cr

Date: ______________________

Tech Prep
Technical Preparation

Your Career Map
in

Name:

School:

Date:

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Entry Level Competencies/Enablers

Communications
- Employ a variety of vocabulary-building strategies.
- Comprehend and interpret a range of text structures—technical text, prose, graphs, manuals, schedules.
- Evaluate and react critically to what has been read.
- Interpret and communicate information from content-specific text.
- Apply various reading strategies and rates according to the type, purpose, and difficulty of materials being read.
- Organize, express, and support ideas logically.
- Employ strategies to gain information and formulate ideas.
- Evaluate and revise materials for adequacy, relevancy, and word choice.
- Edit for proper sentence structure, vocabulary, and spelling.
- Write legibly.
- Interpret and respond to verbal and nonverbal messages.
- Summarize and paraphrase information.
- Use strategies to record and recall information.
- Communicate ideas to a variety of audiences.
- Use a variety of materials and strategies to support the presentation.
- Use nonbiased language.

Social Science
- Demonstrate citizenship, stewardship, scholarship, and leadership as an integral part of a community.
- Develop a conceptualized world view of political, cultural, and economic systems.
- Purposefully and actively engage in creating strategies and policies to effect change in one's individual life and society.
- Assess cause-effect relationships within the context of the political, cultural, and economic systems.
- Determine the validity of truth claims by evaluating evidence.

Mathematics
- Perform basic operations including exponentiation and scientific notation with real numbers with and without calculators.
- Apply ratios, portions, and percents in a variety of situations.
- Solve word problems.
- Provide arguments, both written and oral, that support a conclusion.
- Use estimation strategies to determine the reasonableness of results.
- Translate situations involving variable quantities into mathematical statements.
- Demonstrate the ability to solve problems using linear equations and one unknown.
- Simplify and evaluate algebraic expressions.
- Measure to an appropriate standard in both English and metric systems and convert within and between the systems.
- Compute perimeters, areas, and volumes as appropriate for plane and solid figures.
- Gather, organize, and display data.
- Interpret graphs, tables, and charts.
- Use data to make inferences.
- Use geometry to represent and solve problems.
- Apply principles of congruency, similarity, and symmetry in solving problems.
- Represent problem situations using the Cartesian plane.
- Solve right triangles using the Pythagorean theorem and trigonometric ratios.
- Apply experimental and theoretical probability as appropriate to solve problems.

Physics
- Safe and proper use of laboratory apparatus.
- Utilize scientific method.
- Use the different systems of measurement.
- Assimilate and analyze laboratory data.
- Apply the concepts of force as they relate to motion.
- Recognize the importance of energy as it pertains to mechanical, thermal, and electrical systems.
- Apply conservation laws to systems.
- Illustrate an understanding of the basic fluid mechanics.
- Exhibit an understanding of the basic principles of wave motion.

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Career Map for Electro-Mechanical Technology, Electronics, Electrical Power Engineering Technician, and Electronics Servicing

HIGH SCHOOL GRADUATE WORK OPPORTUNITIES

Electrician Helper
Wire Puller
Installer
Military

APPRENTICESHIPS

Construction Electrician
Industrial Electrician

TECHNICAL COLLEGE GRADUATE JOB OPPORTUNITIES

Maintenance Mechanic
Electro-Mechanical Technician
Electronic Test Technician
High Power Lab Technician
Operator Technician
Electronic Service Technician

Starting salary range: $1126-$2222
Placement–Excellent

TECH TO COLLEGE TRANSFER

UW-Stout

SCHOOL:

12							
11							
10							
9							
	Science	**Soc. Studies**	**Math**	**English**	**Other**	**Electives -**	
Required Credits for Graduation						**Career**	**General**

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RECOMMENDED COURSES & CREDITS FOR TECH. COLLEGE ADMISSION

Math–~~4~~5 credits: Applied Math I-II & Geometry or Trigonometry, Adv A's
Physical Science–3 credits: Principles of Technology I-II; Applied Biology/Chemistry
Communications–4 credits, to include Applied Comm.
Social Science–3 credits

ADVANCED STANDINNG

Credit given for High School Electronics I-II

Date ______________________

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ntry Level Competencies In

Career Map for

WORK OPPORTUNITIES
(upon high school graduation)

APPRENTICESHIPS

TECHNICAL COLLEGE PROGRAMS*

4-YEAR COLLEGE OR TECH-TO-COLLEGE PROGRAMS

SCHOOL:

12							
11							
10							
9							
	Science	**Soc. Stud.**	**Math**	**English**	**Other**	**Electives**	
Required Credits for Graduation						**Career**	**General**

(s) = suggested

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* not all-inclusive list—see your counselor for other occupational/professional programs

RECOMMENDED CAREER ENHANCEMENT COURSES

U.W. REQUIREMENT

DATE ____________

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Career Map in

14								
13								
Required Credits for Graduation	**Science**	**Soc. Studies**	**Math**	**English**	**Core**	**Core**	**Other**	**Electives**

Date: ____________________

Tech Prep
Technical Preparation

Your Career Map

in

Name:

School:

Date:

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Tech
Prep
WISCONSIN

PREPARING FOR A WISCONSIN TECHNICAL COLLEGE ASSOCIATE DEGREE PROGRAM:

COMMUNICATION, SOCIAL SCIENCE, MATHEMATICS, AND SCIENCE KNOWLEDGE BASE THAT ENABLES STUDENTS TO DO EDUCATIONAL TASKS

Wisconsin Board of Vocational,
Technical and Adult Education
Dwight A. York, State Director

MARCH 1993

AFFIRMATIVE ACTION STATEMENT

The Wisconsin Board of Vocational, Technical and Adult Education (WBVTAE) is in full compliance with the state and federal equal opportunity and affirmative action laws and regulations including Title IX of the 1972 Education Amendments and Section 504 of the 1973 Rehabilitation Act. It is the policy of the WBVTAE not to discriminate on the basis of race, color, national origin, creed, sex, age, handicap and arrest or conviction record in employment or on the basis of race, color, national origin, sex or handicap in education programs, admissions and activities. Coordination of Title IX and Section 504 have been assigned to the Affirmative Action Officer. Inquiries regarding equal opportunity may be directed to the Affirmative Action Officer, Wisconsin Board of Vocational, Technical and Adult Education, 310 Price Place, P.O. Box 7874, Madison, Wisconsin 53707; phone (608) 266-1844.

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- C. Listening Enablers 7
- D. Speaking Enablers 7

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Introduction

Title III-E of the Carl D. Perkins Vocational and Applied Technology Act of 1990 (PL 101-392) is funding a series of activities in Wisconsin to develop a K-12 curriculum document which will provide direction for using an applied/integrated approach to curriculum and instruction. Technical college educators, with assistance from University and state education staff, identified enablers for Communication (Reading, Writing, Listening, and Speaking), Social Science, Mathematics, and Science (Chemistry, Physics, and Life Science) which high school students need prior to entry to succeed in Wisconsin technical college associate degree programs. This document is the result of that first activity.

The "applied" and "integrated" learning activity, which educators need to begin to develop in response to Tech Prep, must be delivered via authentic learning tasks. Prototypic tasks (Activity 2), based upon the learner outcomes identified in Wausau in June, 1992, and the contents of this document, are currently being developed and will be available in August. Students will use this knowledge base and these communication procedures in order to successfully complete instructional tasks in a technical college associate degree program. This knowledge base will also better prepare students who may choose to attend a four-year college or university.

What this document contains will not have achieved its intended purpose until it has been used to design authentic learning tasks and used as a basis for high school instruction. For the sake of expediency, only the knowledge-based enablers are listed; no premises, assumptions, rationale, or introductory statements are included in this document. However, they may be included in the final publication of the authentic learning tasks.

During the time period of November, 1992, to February, 1993, 42 Technical College instructors and 8 University of Wisconsin instructors with the assistance of DPI and WBVTAE staff, drafted enablers for the following: Reading, Communication, Social Science, Mathematics, Physics, Chemistry, and Life Science. The initial draft was validated by their colleagues, in which 765 validation responses were considered in finalizing the enablers.

The enablers are presented in the following section. An enabler statement is preceded by a star (*) and examples of the enablers are preceded by a dash (-). The following illustrates an enabler and enabler examples:

Enablers Example

Reading Enablers

Words

* Employ a variety of vocabulary building strategies.
  - Decode unfamiliar terms using a variety of strategies.
  - Use contextual clues to derive meaning of new vocabulary.

In this example, the *enabler* is the statement:

* Employ a variety of vocabulary building strategies.

The *enabler examples* are:

- Decode unfamiliar terms using a variety of strategies.
- Use contextual clues to derive meaning of new vocabulary.

The following section contains the enablers. A complete listing of participants is included in the Appendix.

Communication Enablers

NOTICE: The following listing of knowledge-based enablers was developed in response to one of several activities surrounding the development of applied instruction consistent with the implementation of Tech Prep programs. These enablers are to be considered draft stage pending full publication and dissemination of all activities surrounding integrated/applied instruction for Tech Prep.

The following *Communication Enablers* answer this question: What communication knowledge or processes (enablers) must students possess or understand to succeed in an associate degree program?

Communication: Reading, Writing, Speaking, Listening Enablers

Reading Enablers

Words

- * Employ a variety of vocabulary building strategies.
  - Decode unfamiliar terms using a variety of strategies.
  - Use contextual clues to derive meaning of new vocabulary.
  - Integrate meaning with background knowledge for developing new concepts.
  - Apply specific word analysis skills strategically in reading whole/meaningful text.

Text Organization

- * Comprehend and interpret a range of text structures: technical text, prose, graphs, manuals, schedules.

Critical Reading and Thinking

- * Evaluate and react critically to what has been read.
  - Distinguish author's bias from fact.
  - Analyze, evaluate and apply concepts in problem solving scenarios.
  - Make inferences.
  - Integrate information gleaned from several sources.
  - Synthesize key concepts in written text.
  - Read critically to discern author's point of view.

Critical Reading and Thinking Continued

- Think creatively, make decisions, solve problems, visualize, reason logically.
- Associate text content with prior knowledge to create meaning.

Responding to Text

* Interpret and communicate information from content-specific text.
  - Comprehend and paraphrase reading materials.
  - Create a product or perform a task.

Attitudes and Interests

* Recognize the value of reading as a lifelong activity and read to satisfy personal interests.

Strategic Behaviors

* Apply various reading strategies and rates according to the type, purpose and difficulty of the materials being read.
  - Access information from print and electronic data bases.
  - Demonstrate comprehension (of text) through a personal system of notetaking, outlining, summarizing, mapping, etc.
  - Employ a variety of test taking strategies.
  - Analyze, plan, monitor, and regulate rate during reading.

Written Communication Enablers

Prewriting

* Employ strategies to formulate and explore ideas, such as brainstorming, journal writing, listing, mapping, or questioning.

* Limit a topic in relation to purpose and audience.

* Establish clear purpose and thesis.

* Use both primary and secondary sources to learn about a subject in depth.

Prewriting Continued

* Employ strategies such as outlining or clustering to determine useful organizational schemes.

* Consider audience needs, values, and knowledge in planning effective writing.

Drafting

* Support main ideas with concrete, specific details.

* Organize ideas logically.

* Clearly indicate relationships through transitions and other strategies.

* Express ideas in his/her own voice.

* Maintain consistent point of view, grammatically and conceptually.

* Integrate paraphrased, summarized or quoted material with his/her own ideas.

Revising

* Refine purpose and thesis.

* Evaluate supporting material for relevancy and adequacy.

* Adjust tone and word choice to fit purpose and audience.

* Avoid language that is sexist, racist, or otherwise offensive.

* Use a variety of sentence and paragraph types.

Editing

* Proofread to eliminate errors in sentence structure, vocabulary, general mechanics and spelling.

* Use available resources such as books, computer software, faculty, peers to aid the editing process.

Other Skills

- Demonstrate basic keyboarding skills.
- Use library/media center resources.
- Cite references.
- Work effectively on collaborative writing projects and in peer feedback groups.
- Employ strategies for answering essay questions.

Listening Enablers

- Follow oral directions.
- Distinguish between main points and subpoints.
- Use strategies to record and recall information.
- Interpret and respond to verbal and non-verbal messages.
- Listen with an open mind before drawing conclusions.
- Summarize and paraphrase information accurately.

Speaking Enablers

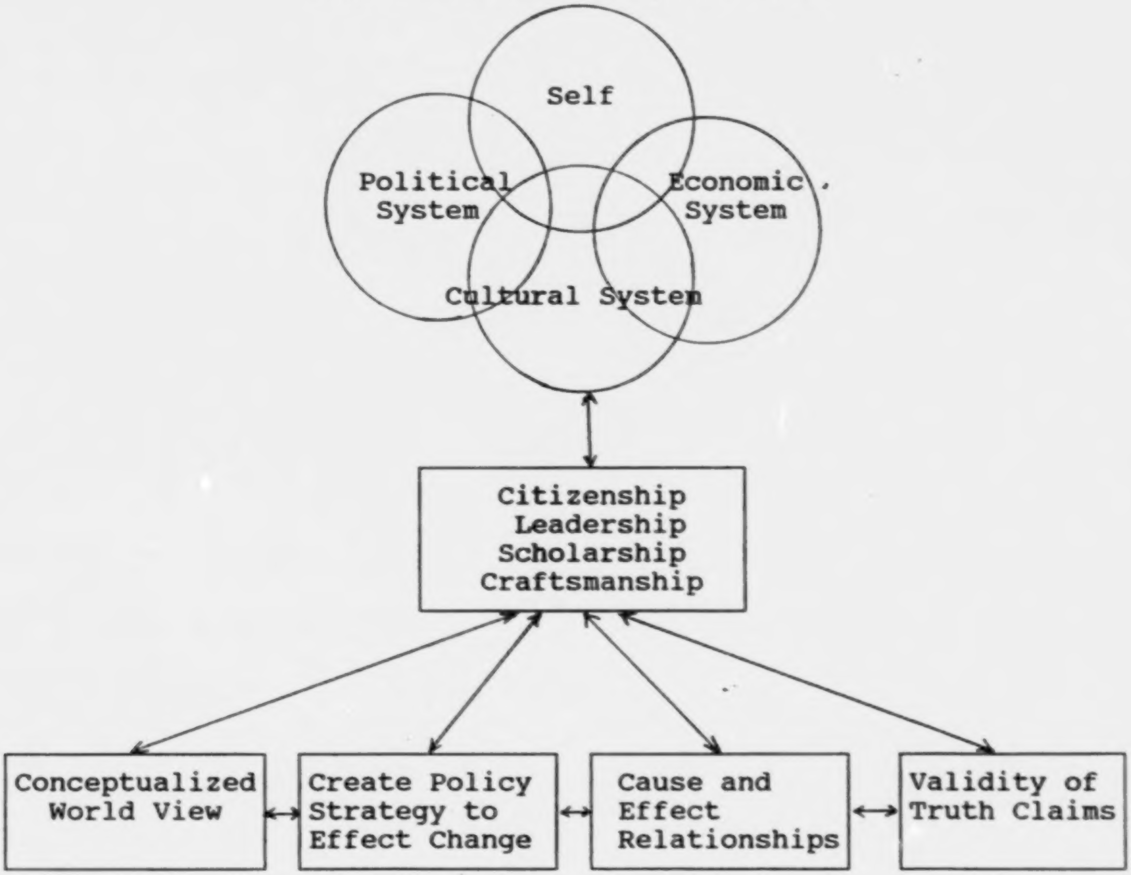
- Communicate ideas to a variety of audiences for various purposes.
- Use a variety of materials and strategies to support main ideas.
- Avoid language that is sexist, racist, or otherwise offensive.
- Ask clarifying questions of teachers and students.
- Deliver prepared presentations in a classroom setting.

Social Science Enablers

NOTICE: The following listing of knowledge-based enablers was developed in response to one of several activities surrounding the development of applied instruction consistent with the implementation of Tech Prep programs. These enablers are to be considered draft stage pending full publication and dissemination of all activities surrounding integrated/applied instruction for Tech Prep.

The following *Social Science Enablers* answer this question: What social science knowledge or processes (enablers) must students possess or understand to succeed in an associate degree program?

Social Science Conceptual Model


Self
Political System
Economic System
Cultural System
Citizenship
Leadership
Scholarship
Craftsmanship
Conceptualized World View
Create Policy Strategy to Effect Change
Cause and Effect Relationships
Validity of Truth Claims

Social Science Enablers

- Demonstrate *citizenship, craftsmanship, scholarship, and leadership* as an integral part of a community.

  For example:
  - Use prescribed criteria to develop and assess a product, process, or performance according to quality standards (craftsmanship).
  - Work within a group setting by taking on a leadership role to complete a task (leadership).
  - Analyze examples of civil and uncivil disobedience in the United States (citizenship).
  - Identify reasons for lifelong learning as a citizen of the global community as we enter the 21st century).

- Develop a *conceptualized world view* of political, cultural, and economic systems.

  For Example:
  - Examine historical development of competing economic systems and how they operate in the world today.
  - Examine historical development of competing political systems and how they operate in the world today.
  - Apply political, cultural, and economic concepts to current issues.
  - Describe how the three branches of government work and how they interact.
  - Make connections between/among political, cultural, and economic concepts as they apply to one's life.
  - Examine concepts of place, time, and space as they impact on the development of cultures.

- Purposefully and actively engage in *creating strategies and policy to effect change* in one's individual life and society.

  For Example:
  - Develop a strategy for introducing recycling in one's own household, then expand that strategy into one's community.
  - Identify the policymakers you would have to contact to bring about a change in a local ordinance.
  - Identify your life goals and create the strategies you will use to achieve those goals.
  - Examine lives of activists who have made an impact on society.
  - Examine stressors in one's personal life and develop strategies to reduce stressors and their effects.

- Assess *cause/effect relationships* within the context of the political, cultural, and economic systems.

  For Example:
  - Assess media influences in the political process by examining political advertising.
  - Analyze current events as they relate to critical social issues.
  - Describe how government policies impact on the environment.
  - Examine mas media influences on the decisions we make as consumers and citizens.
  - Consider the influences of the economic, political, and cultural systems on the global community.
  - Explore cultural assumptions as applied to the work ethic.

- Determine the *validity of truth claims* by evaluating evidence.

  For Example:
  - Gather information from a variety of print and non-print sources in order to assess bias as related to a given topic.
  - Recognize differences between fact and opinion.
  - Describe points of view of individuals and groups pertaining to a given situation (e.g. Vietnam War, Los Angeles riots, drug testing).
  - Examine the role of bias in perpetuating a stereotype.

NOTICE: The following listing of knowledge-based enablers was developed in response to one of several activities surrounding the development of applied instruction consistent with the implementation of Tech Prep programs. These enablers are to be considered draft stage pending full publication and dissemination of all activities surrounding integrated/applied instruction for Tech Prep.

The following *Mathematics-Intensive Enablers* answer this question: What mathematics knowledge or processes (enablers) must students possess or understand to succeed in a mathematics-intensive associate degree program?

Mathematics-Intensive Enablers

* Perform basic operations including exponentiation and scientific notation with real numbers with and without calculators.

* Apply ratios, proportions, and percents in a variety of situations.

* Verify solutions.

* Provide arguments, both written and oral, that support a conclusion.

* Use estimation strategies to determine the reasonableness of results.

* Translate situations involving variable quantities into mathematical statements.

* Demonstrate the ability to solve problems using linear equations in one unknown.

* Simplify and evaluate algebraic expressions.

* Measure to an appropriate standard in both English and metric systems and convert within and between the systems.

* Compute perimeter, areas, and volumes as appropriate for plane and solid figures.

* Use geometry to represent and solve problems.

- Apply principles of congruency, similarity, and symmetry in solving problems.
- Represent problem situations using the cartesian plane.
- Solve right triangles using the Pythagorean Theorem and trigonometric ratios.
- Gather, organize, and display data.
- Interpret graphs, tables, and charts.
- Use data to make inferences.
- Apply experimental or theoretical probability, as appropriate, to solve problems.

Sample of *Mathematics-Intensive* Associate Degree Programs:

Civil Engineering Technician-Structural
Computer Information Systems - Programmer/Analyst
Electro-Mechanical Technology
Electronics
Industrial Engineering Technician
Materials Management
Mechanical Design Technician

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Chemistry

The following *Chemistry-Intensive Enablers* answer this question: What chemistry knowledge or processes (enablers) must students possess or understand to succeed in a chemistry-intensive associate degree program?

Chemistry-Intensive Enablers

- Compare and contrast a physical system and a model (physical, pictorial or mathematical) of that system (e.g. a solution, ionic crystal, or molecule).
- Recognize that theories are models developed by interpreting experimental results - the scientific method-and are subject to change.
- Use chemical terminology appropriately (i.e. lab equipment, chemical processes, nomenclature, and descriptive terms relating to matter).
- Balance simple chemical equations given the formulas of the reactants and products.
- Describe an atom in terms of the properties, numbers, and relative locations of the three (3) principal subatomic particles.
- Differentiate between ion, isotope, molecule, atom, and formula units.
- Classify matter as heterogeneous or homogeneous mixtures, pure substances, elements, or compounds.
- Classify the common types of inorganic reactions.

Chemistry-Intensive Enablers Continued

- Calculate a formula mass using a table of atomic masses.
- Interconvert between moles, number of particles, and/or mass of a substance using the formula mass.
- Calculate and differentiate among units of composition (e.g., molarity, density, % wt/wt, % wt/vol, % vol/vol).
- Write formulas or names for common ions and compounds.
- Identify common acids, bases, and salts.
- List the principal properties of acids, bases, and salts (e.g., pH, solubility).
- Distinguish between ionic and covalent bonding.
- Recognize and use chemical symbols including physical states of matter when reading and writing chemical formulas and equations.
- Describe the arrangement and significance of the periodic table (e.g., periods, families, metals, nonmetals, metalloids).
- Describe, qualitatively, the effects of changes in Temperature, Pressure, n, and Volume on gases.
- Describe and distinguish among solids, liquids, and gases in terms of their respective physical properties.
- Distinguish between inorganic and organic chemistry.
- Recognize significance of experimental error and significant figures.
- Follow oral and written instructions to manipulate materials, make lab measurements and record observations and data accurately and safely.
- Perform unit conversions including metric prefixes.
- Identify appropriate metric units for common physical quantities (i.e., Volume = liter, mass = gram).

Chemistry-Intensive Enablers Continued

- Solve a math equation given the values of all the variables except one.
- Graph laboratory data and describe trends.
- Use scientific notation in calculations.
- Read and accurately interpret basic written chemistry information (e.g., textbook, lab manual, review questions, newspapers).
- Write concise, logical, and accurate reports.
- Demonstrate the ability to work effectively/cooperatively as part of a team.

Sample of *Chemistry-Intensive* Associate Degree Programs:

Dental Hygienist
Fire Science
Medical Laboratory Technician
Nursing-Associate Degree
Police Science
Respiratory Care Practitioner

Physics

The following *Physics-Intensive Enablers* answer this question: What physics knowledge or processes (enablers) must students possess or understand to succeed in a physics-intensive associate degree program?

Physics-Intensive Enablers

Math Readiness

- Demonstrate ability to solve first and second degree equations.
- Demonstrate knowledge of elementary geometry and right angle trigonometry.
- Show proficiency in operating scientific calculators and the use of significant figures.

Problem-Solving Skills

- * Organize information and apply basic physics concepts to arrive at a quantitative solution to word problems.
- * Use laboratory apparatus in problem-solving.

Systems of Measurement

- * Utilize the various tools for physical measurement.
- * Demonstrate an ability to perform unit conversions and analysis.
- * Recognize and use the different systems of measurement.

Communication and Interpretation

- * Understand written/verbal technical instructions.
- * Assimilate and analyze laboratory data.
- * Collaborate with lab partners.
- * Communicate experimental results with data tables, graphs, and written analysis.

Conceptual Knowledge Base

- * Apply the concepts of force as they relate to motion.
- * Recognize the importance of energy as it pertains to mechanical, thermal, and electrical systems.
- * Apply conservation laws to systems.
- * Illustrate an understanding of basic fluid mechanics.
- * Exhibit an understanding of the basic principles of wave motion.
- * Analyze the movement of charge in an electrical circuit.
- * Apply geometrical optics principles to lenses and mirrors.

Sample of *Physics-Intensive* Associate Degree programs:

Electronics
Electro-Mechanical Technology
Industrial Engineering Technology
Mechanical Design Technician
Physical Therapist Assistant
Printing

Life Science

The following *Life Science-Intensive Enablers* answer this question: What life science knowledge or processes (enablers) must students possess or understand to succeed in a life science-intensive associate degree program?

Life Science-Intensive Enablers

- Demonstrate safe and proper laboratory procedures.
- Utilize the scientific method for problem solving.
- Recognize social, political and scientific factors influencing the scientific process.
- Interpret scientific information and data from charts, tables, diagrams, graphs, models, and text.
- Communicate scientific information and data orally, in writing, mathematically and/or pictorially.
- Perform mathematical computations up to and including manipulation of algebraic formulas. Explain the meaning of statistical terms and calculations.
- Use the Metric System of measurement to analyze quantitative data.
- Explain the role of electrolytes and pH in living systems.
- Distinguish between types of biomolecules and state their functions, including carbohydrates, lipids, proteins, and nucleotides.
- Apply gas laws to living systems.

Life Science-Intensive Enablers Continued

- Identify levels of organization of organisms including basic types and functions of each level.
- Identify cell organelle structures and relate them to their function.
- Describe transport mechanisms across living membranes.
- Identify and describe different types of reproduction in organisms.
- Integrate the principles of genetics and evolution to explain biological diversity.
- Understand basic taxonomic categories and the use of binomial nomenclature in hierarchial classification of organisms.
- Compare and contrast characteristics of organisms within the five kingdoms with emphasis on plants and animals.
- Interpret energy flow in ecosystems and transformation of energy in living systems to include but not limited to photosynthesis, food chains, aerobic and anaerobic respiration and laws of thermodynamics.
- Describe the relationship between the abiotic and biotic parts of the environment and assess the impact of the human organism on ecological balance.
- Apply the concepts of disease and resistance to disease to healthy life choices.

Sample of *Life Science-Intensive* Associate Degree programs:

Dental Hygienist
Medical Laboratory Technician
Nursing-Associate Degree
Physical Therapist Assistant
Radiography
Respiratory Care Practitioner

Appendix A

Preparing for a Wisconsin Technical College Associate Degree Program: Communication, Social Science, Mathematics, and Science Knowledge Base That Enables Students to Do Educational Tasks

Wisconsin Board of Vocational, Technical and Adult Education
(WBVTAE) and the Department of Public Instruction (DPI)
Title III-E of the Carl D. Perkins
Vocational and Applied Technology Act of 1990 (PL 101-392)

March 1993

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Wisconsin
Technical College System

Whitewater High School

INTEGRATED CURRICULUM

10TH GRADE CONCEPTUAL PLAN

Introduction ...

After two years of diligent work, the Study Committee now has in place a five member team to teach integrated studies to 87 ninth graders during the 95-96 school year. This team is already hard at work developing curriculum for the beginning of the school year.

With the wheels in motion for the ninth grade program, the committee began work in January to formulate plans for the tenth grade program, which will begin in the fall of 1996. The program, as proposed, will consist of an integrated curriculum including communications, social studies, and principles of physics. Approximately ninety students will meet each day during a three period block of time. The instructional team will include a total of four teachers representing the subject areas of English, social studies, physics, and business education. It is anticipated that the majority of current ninth grade integrated studies students will continue on to be part of the tenth grade program. Some transfers, or other students who wish to enter the program, may become part of tenth grade integrated studies. Details of student selection have yet to be finalized.

A summer workshop has been planned for August 7, 8, and 9. Workshop participants will be charged with taking the conceptual plan, coordinating it with the ninth grade plan, and developing the detail necessary to present to staff, students, parents, school board members, and the community.

Whitewater High School
534 South Elizabeth Street, Whitewater, Wisconsin 53190

Patrick Brooks Principal 472-4800	Michael Cipriano Assistant Principal 472-4800	Charles Coulthart Athletic Director 472-4835	David Stimpson Guidance Director 472-4837	Lisa Schluga Counselor 472-4837

- *Proposed* -

Conceptual Plan for Tenth Grade Integrated Studies by Whitewater Study Committee

Pilot Program - 10th Grade - Fall of 1996

I. Subjects
    English
    Social Studies
    Principles of Physics

II. Students
    90 students will be selected from the current Ninth Grade Integrated Studies, transfer students, and other students who wish to enter the program. The method and details of student selection must be worked out in the summer workshop.

III. Time
    Three class periods will be the block of time designated for the 10th Grade Integrated Studies. As with the 9th grade program, the time will be totally flexible at the discretion of the teachers.

IV. Teachers
    Four teachers will be in charge of this program.
        English teacher
        Social Studies teacher
        Physics teacher
        Business Education teacher

Like the ninth grade, the teachers will have a common preparation period and the team will make decisions on the operation of the program.

WHITEWATER HIGH SCHOOL

INTERDEPARTMENTAL TEACHER LEADERSHIP TEAMS

Working Together for Quality Education

WHITEWATER HIGH SCHOOL

POLICY FORMATION AND INTERNAL COMMUNICATION TEAM

MEMBERS:

Principal
Assistant Principal
Guidance Director
Seven Teachers Selected by Principal and Current PFICT Members
Two or More Parents

CRITERIA FOR TEACHER SELECTION:

Must be perceived by other teachers to be a leader
Must have the ability to communicate and work with building principal, faculty, and other staff
Must have taught in the District for a minimum of three years
Subject area affiliation is not a factor
Four-year term with mandatory one-year break before reapplication
Paid position

PURPOSE:

Improve student learning
Policy formation
Communication
Annually establish building objectives
Develop and Implement Staff Development

CHARACTERISTICS:

Equal responsibility/participation by all members
Shared leadership
Safe environment for risk taking
Collegial support structure for members
All policy issues are appropriate discussion items

WHITEWATER HIGH SCHOOL

PEER GROUP TEAMS

(Not Operational)

MEMBERS:

Policy Formation and Internal Communications Team leader
Faculty Advisory Council member
Four to six other teachers, administrators, or counselors selected by PFICT

CRITERIA FOR SELECTION OF TEAMS:

Subject(s) taught
Coaches
Non-typical classroom teachers
Administrators
Gender
Part-time teachers
Experience
Representative viewpoints
Secretary, aide, or custodian

PURPOSE:

Improve student learning
Two-way communication on policy and operation
Improve policy and operation

CHARACTERISTICS:

Teacher leadership
Safe environment for discussion
Mutual respect for all members and positions
Mutual respect for all departments

Example:

Zimmer - PFICT Leader, Agriculture
Barr - Faculty Advisory Council, Physics
Gnatzig - Drivers Education & Health
Stutzman - Computer Science
Ward - Counselor
Jaschob - English

WHITEWATER HIGH SCHOOL

FACULTY ADVISORY COUNCIL

MEMBERS:

- Principal
- Assistant Principal
- Seven Teachers Elected by Staff
    - Limited terms
    - Non-paid positions
    - Not a member of PFICT

PURPOSE:

- Improve student learning
- Review and improve school operations
- Communication

CHARACTERISTICS:

- Teacher leadership
- Safe environment for discussion and disagreement
- All operational issues are appropriate discussion items
- Mutual respect for all members

ORDER OF MEETINGS

1. Faculty Advisory Council

   Meets with administration to discuss operational issues generated by faculty and given to Advisory Council members.

2. Faculty Meeting

   Current PFICT meeting leader presents agenda for upcoming meeting and updates staff on previous meeting.

   Faculty Advisory Council chairperson reports on Faculty Advisory Council meeting.

3. PFICT Agenda Setting

   PFICT meets and sets agenda. Individual teachers may request to be on agenda for next PFICT meeting.

4. PFICT Meeting

   Meets and votes on previously discussed topics.

   Discusses new topics.

5. Peer Group Teams (Not Operational)

   Meet throughout the year when faculty is subdivided to discuss current topics.

A COMPARISON

Traditional Departmental Structure -vs-	*Non-Departmental Team Structure*
1. Primary focus is on needs of department.	1. Primary focus is on whole school and needs of students.
2. Concentrates on curriculum of department.	2. Concentrates on curriculum of school.
3. Intra-departmental communication is strong while inter-departmental communication is weak.	3. Intra-departmental communication is weak while inter-departmental communication is stronger.
4. Overall communication between teachers is weak.	4. Overall communication between teachers is better.
5. Discourages inter-departmental team teaching.	5. Encourages inter-departmental team teaching.
6. Day-to-day departmental operational problems seldom occur.	6. Day-to-day departmental operational problems may occur.
7. Faculty tends to be informed about educational research and innovations but only within the departmental curricular area.	7. The system is designed to keep faculty informed about all high school educational research and innovations through the communication system.
8. Faculty input on decisions may or may not occur.	8. Faculty input on decision is designed into system.

WHITEWATER HIGH SCHOOL

INTEGRATED STUDIES

WHITEWATER HIGH SCHOOL STUDY COMMITTEE

Leaders ...

Pat Brooks / Mike Fellin / Dave Stimpson

****

Summer Workshop Participants ...

Linda Bleck, Deb Brigham-Schmuhl, Pat Brooks, Mike Fellin, Kathleen Granum, Lori Heidenreich, Chuck Pope, Linda Pope, Mike Reisenauer, Dave Roberts, Jim Stewart, Dave Stimpson, Kim Taylor, Dick Watermolen, Caroline Wieman, Judy Zigler

****

Committee Members ...

Charlie Barr, Wendall Bean, Cathy Berlinger, Joan Calhoun Mike Cipriano, Conalee Erdman, Rick Fassl, Pete Grace, Anne Greuel, Tim Hering, Al Hutchison, Jim Jacobson, Pat Jewett, Jane Johns, Mike Kolff, Tom Mc Cormack, Kathy Pieper, Jean Robey, Steve Ryan, Sandy Sanborn, Dirk Seibold, Bobbi Sexson, Dennis Stanton, Cindy Teal, Bonnie Vander Meulen, Karolyn Welty, David Yochum, Pat Zimmer

Secretary: Sharon Wutke

INTRODUCTION

Society and the world of work have changed dramatically over the past twenty years. Schools have changed, but at a much slower pace. Research indicates that the gap between student preparation and the needs of society is widening at an alarming rate. In the spring of 1993, the high school leadership team initiated a study committee to examine the high school curriculum. An open invitation was extended and resulted in a forty-two member committee of teachers, parents, administrators, board members, and business representatives.

The committee spent fall '93 and winter '94 studying innovative programs in other school districts and visiting businesses. With the help of a consultant, a decision was made and guidelines developed for a ninth grade pilot program to be introduced in fall '95. Two updates with general outlines were presented to the School Board during this time. A sixteen member subcommittee developed a detailed outline for the pilot program during a workshop held in summer '94. The attached outline provides an overview of the program developed during the summer workshop.

The pilot program as proposed will consist of an integrated curriculum including communications, social studies, mathematics, science, and a career strand for the ninth grade. At least two of the four subject areas will continue for those ninth graders during their tenth grade year. The communications and social studies teachers will follow the students into 10th grade. Teachers will integrate curriculum using varied teaching methods, technology and grading systems. The goal of the integrated studies program is to promote life-long learning, career preparation, and high academic achievement for all students.

The ninth grade pilot program will involve approximately 90 students randomly selected from the 165 current 8th graders. Students will be selected on a random basis. Selected students may opt out of the program with parent permission. Non-selected students, or students who have opted out, will continue under the present system of course options. It is anticipated that the current 7th and 6th grade students will participate in the pilot program under the same 90/165 ratio. Evaluation of the program and required adjustments will be made on a continuous basis. A decision will be made prior to November '97 whether to continue the program for future classes.

STUDENT SELECTION AND CREDITS

Ninety freshmen students will be selected for this program. There will be a random selection of students from the freshman class. Parents will be given the option of accepting or rejecting the selection of their student for the ninth grade integrated program. Parents of non-selected students will have the option to sign-up on a waiting list. As slots become availble, students will be randomly chosen from the waiting list. Once students and parents have agreed to participate in the ninth grade pilot program, the student will not be allowed to drop during the entire school year. Students who leave the program at the end of ninth grade will be placed into a program based on recommendations of the team.

Students will have the ninth grade integrated program during a four period time block from 7:57-11:16, which will leave four periods for electives. Time for physical education instruction or study hall is included in the block and students who successfully complete physicl education will receive one-half credit. Students will receive one credit for English, science, social studies, and mathematics from the ninth grade integrated pilot program. The four credits will be individually reflected on their high school transcript. Students who successfully complete two years of integrated studies will have met the history, government, economics and speech requirements for graduation. They will receive one credit in mathematics and science and two credits in English and social studies. Generally, students will be given the same grade in all four subjects. Any grade variation must be agreed upon by the teacher team. Teachers will collectively determine diploma endorsement marks. The teacher team may place work samples in the diploma endorsement portfolio.

Students who successfully complete the ninth grade integrated program and have passed seventh and eighth grade health with a grade of "C" or better will not have to take ninth grade health. These students, however, will be required to complete a one-half credit health elective.

In order to meet prerequisites for Algebra II and Geometry, students in the ninth grade integrated pilot program will have to successfully complete a semester course in algebra at the high school or be able to demonstrate competency in algebra.

In order to enroll in advanced biology, students in the ninth grade integrated pilot program will have to successfully complete a semester course in biology.

Implimentation of the integrated studies program will result in the need to develop new electives at other grade levels.

GENERAL STUDENT EXPECTATIONS

The following will be incorporated into all aspects of the ninth grade integrated curriculum.

1. The student will work effectively in groups.
2. The student will demonstrate problem solving and critical thinking skills.
3. The student will be able to access and evaluate information.
4. The student will demonstrate competence in the use of technology.
5. The student will do quality work on a timely basis.
6. The student will read, write, speak, listen, and use media for personal, business, technical, and creative purposes.
7. The student will develop and demonstrate productive work habits including responsibility, accountability, dependability, and flexibility.
8. The student will understand and share responsibility for themselves and others by treating all people with respect and dignity.
9. The student will demonstrate creativity.
10. The student will demonstrate ethical behavior.
11. The student will be a self-evaluator.
12. The student will review and critique the work of others.
13. The student will demonstrate life-long learning skills.

COMMUNICATIONS
(two years)

1. The student will plan, organize, and make various types of oral presentations including speech and drama.
2. The student will demonstrate active listening skills.
3. The student will apply techniques of process writing: pre-writing, creating a rough draft, self and peer editing, and final document.
4. The student will use a word processor.
5. The student will access and evaluate information.
6. The student will read, comprehend, and analyze media.
7. The student will read and comprehend technical writing.
8. The student will write technical directions so someone else can do that task.
9. The student will plan and organize presentations using technology.
10. The student will analyze fiction, non-fiction, poetry, and drama.
11. The student will write about literature so that someone else can understand.
12. The student will produce creative writing examples.

SOCIAL STUDIES

(two years)

1. The student will understand how groups function including family, community, national, and international.
2. The student will know what drives economic trends for the consumer and for national and international businesses including agribusiness, manufacturing, service, natural resources, technology, communications, etc.
3. The student will understand the role, importance, and impact of cultural diversity.
4. The student will analyze and discuss the consequences of historical and current events, actions, and ideas and predict logical outcomes.
5. The student will participate in open-ended discussions of controversial issues.
6. The student will take a position and justify it in an argument or debate.
7. The student will demonstrate an understanding of the importance of participation in the democratic process.
8. The student will understand the role of the United States in past and current events.

MATHEMATICS

1. The student will demonstrate and apply measurement systems using various devices.
2. The student will interpret statistics to determine how data affects their lives, using tables and charts to organize and display data, and using probability in predicting trends.
3. The student will use estimation techniques.
4. The student will define and understand a problem, devise a plan to solve the problem, carryout the plan, and evaluate the results.
5. The student will apply percents, fractions and proportions to real life problems.
6. The student will write and solve algebraic equations and use formulas.

SCIENCE

1. The student will understand and apply scientific methods and principles including measurement, problem solving methods that require research techniques, experimental procedures, and analyzing and recording appropriate data.
2. The student will understand human functions and systems including human growth and development issues.
3. The student will demonstrate knowledge of the environment and understand the effects of humans on the environment.
4. The student will demonstrate applied physics concepts as they relate to human functions and environment.

CAREER PREPARATION

1. The student will be exposed to and work with the technology being used in todays society.
2. The student will study career opportunities and various career paths.
3. Every student will participate in a job shadowing experience.
4. The student will understand the responsibilities of employee-employer relationship.
5. The student will understand the changing nature of the job market in a global economy, and the need for lifelong learning.
6. The student will use the Wisconsin Career Information System or similar career exploration systems.
7. The student will have an understanding of the importance of personal economic independence.

CHARACTERISTICS OF THE CURRICULUM AND INSTRUCTION

1. Teachers will develop integrated curriculum that is relevant to the 21st century.
2. Teachers will collaborate to design and deliver integrated curriculum.
3. Teachers will eliminate curriculum repetition.
4. Teachers will use various methods of assessing student product and performance.
5. Teachers will use a variety of teaching techniques to address students' abilities, interests, and learning styles.
6. Teachers will use a variety of mediums and technology for instruction.
7. Teachers will devise curriculum that is not textbook driven.
8. Teachers will use the community as a resource.
9. Teachers will use a variety of teaching strategies such as cooperative learning, mastery learning, direct instruction, hands-on activities, etc.

TEACHER TEAM SELECTION

The teaching team will be comprised of teachers representing a wide spectrum of teaching and non-teaching experience, subject area expertise, certification, and interest in integrated curriculum.

A team of five teachers (English, social studies, math, science, and vocational education) will instruct the ninth grade integrated pilot program. The communications and social studies teachers will follow the students into 10th grade. The team will be selected by members of the study committee through an application process. Money will be set aside in the high school budget to deal with the secretarial assistance.

SAMPLE TEACHER SCHEDULES

Year 1 and 2

	A	B
1	Common Prep	Block
2	Block	Block
3	Block	Block
4	Block	Block
5	Common Prep	Common Prep
6	Eng or other subject	Eng or other subject
7	Eng or other subject	Eng or other subject
8	Prep	Prep

Average daily block time 170 min/day

Year 3 and beyond

	A	B
1	Common Prep	Block
2	Block	Block
3	Block	Block
4	Block	Block
5	Prep	Common Prep
6	Eng or other subject	Eng or other subject
7	Eng or other subject	Eng or other subject
8	Supervision	Prep

SAMPLE STUDENT SCHEDULES

Student #1

	1st Sem	2nd Sem
1	Block/PE	Block/PE
2	Block	Block
3	Block	Block
4	Block	Block
5	Band	Band
6	French II	French II
7	SH	Alg I
8	Art I-2D	SH

7 1/2 Credits

Student #2

	1st Sem	2nd Sem
1	Block/SH	Block/SH
2	Block	Block
3	Block	Block
4	Block	Block
5	An Tech I	An Tech I
6	Keyboard	Keyboard
7	PE/SH	PE/SH
8	French I	French I

7 1/2 Credits

Student #3

	1st Sem	2nd Sem
1	Block/PE	Block/PE
2	Block	Block
3	Block	Block
4	Block	Block
5	Geometry	Geometry
6	Mixed Chor	Mixed Chor
7	Span I	Span I
8	Sur Home Ec	Sur Home Ec

8 1/2 Credits

Student #4

	1st Sem	2nd Sem
1	Block/PE	Block/PE
2	Block	Block
3	Block	Block
4	Block	Block
5	SH	SH
6	Alg II	Alg II
7	Exp Tech	Exp Tech
8	SH	Success

7 Credits

Student #5

	1st Sem	2nd Sem
1	Block/PE	Block/PE
2	Block	Block
3	Block	Block
4	Block	Block
5	SH	SH
6	Alg II	Alg II
7	SH	Biology
8	French II	French II

7 Credits

Student #6

	1st Sem	2nd Sem
1	Block/SH	Block/SH
2	Block	Block
3	Block	Block
4	Block	Block
5	Earth Sci	Earth Sci
6	PE/SH	PE/SH
7	Art I-3D	Rcd Keep
8	SH	SH

6 1/2 Credits

PROGRAM EVALUATION

To ensure program excellence, on-going evaluation will occur and comparisons will be made between students in the integrated ninth grade pilot program and the traditional program. In order to make fair comparisons, it is imperative that similar student samples be maintained. Program evaluation will include, but is not limited to, the following:

1. Wisconsin Student Assessment
2. ACT
3. pre-test and post-test of curriculum
4. student attendance
5. number of student discipline referrals
6. profiles of diploma endorsement marks
7. analysis of student final semester grades
8. student evaluation of program
9. parent evaluation of program
10. graduate follow-up studies
11. teacher team self-evaluation

In addition to evaluation and comparisons of students, an advisory committee consisting of parents, students, and community members will be established to provide continual feedback to the teacher team.

INTEGRATED AND APPLIED CURRICULUM WORKSHOP

Wednesday, June 28, 1995, Session D-4 (2:45-4:15)
Chippewa Valley Technical College, Menomonie
and
Thursday, June 29, 1995, Session B-4 (10:30-12:00)
UW-Stout, Memorial Student Center

Career Majors as Curriculum Organizers

Challenge:

You were just provided with an overview of the Life-Work Development Model as described in A Report by a Study Committee that was Presented to the Wisconsin Tech Prep State Management Team and the Wisconsin Tech Prep Leadership Group in June of 1994. This is provided as a tool for organizing integrated and applied curriculum.

So that you can become familiar with this approach and ultimately determine if it can be useful to you and your district, you are challenged to:

(1.) Identify a Life-Work problem or opportunity as an authentic context for integrating and applying appropriate learning from two or more disciplines. Consider using the Domains and Concentrations from the Model as areas from which problems and opportunities might be derived. This is the learning activity.

(2.) Determine which disciplines will be applied and integrated. Also, determine:
What students will need to know and be able to do before they engage in the activity
and
What students will need to be taught as a part of the activity.

(3.) Select resources that students might be able to draw upon to solve the problem or optimize the opportunity presented in the learning activity.

(4.) Establish criteria to determine the extent to which the learners were successful in solving the problem or maximizing the opportunity.

Evaluation Rubric:

On a scale of four to one, circle the number that best describes the extent to which you believe you fulfilled the Challenge with four indicating full development and one suggesting that the Challenge was minimally developed.

Your example is fully developed when you identified an authentic Life/Work problem or opportunity, determined disciplines to be involved, established what students should know going into the activity and what they will need to be taught as a part of the activity, selected resources that student might draw upon to solve the problem or maximize the opportunity, and established criteria for evaluating the learner's ability to solve the problem or optimize the opportunity.

Fully Developed ___ 4 __________ 3 ___________ 2 ___________ 1 ___ Minimally Developed

RECOMMENDATIONS

Here we return to the specific charge and challenge to the study committee to recommend model(s) of conceptual structures the PK-12 schools might use to organize learning experiences, reorganize curriculums, or restructure educational practices that would help students discover their interests, talents, and abilities and the "fields" or "environments" where these talents and abilities might best be employed.

After nearly 100 years of frustration with the separation of vocational and general education (or producer and consumer education as labeled by Snedden in 1913) the study committee feels that the time has come to recognize what educators have advocated with increasing frequency over the past 25 years - comprehensive education for both life and work is essential for all youth. Preparation for life and work in the twenty-first century requires students to have a broad based knowledge, learn how this knowledge can be applied to life and work, and develop a basis for making decisions on educational-occupational options that will continue throughout the remainder of their life. The study committee presents two major recommendations. The first is a model for developing a student's educational-occupational options and the second is a conceptual plan for implementation.

Life - Work Development Model

The charge to the study committee was to recommend a concept, model or plan that would enhance the PK-12 students' educational-occupational decision making. The study committee recommends a conceptual model it chooses to call a **"Life-Work Development Model".** It is the sense of the committee that the Life-Work Development Model, if properly implemented, will meet each of the five criteria established in this study. The model will also contribute significantly to the goals and initiatives encompassed by the school to work movement, the seventeen learner outcomes identified by the Department of Public Instruction, and many of the other educational reform efforts such as Goals 2000.

LIFE-WORK DEVELOPMENT MODEL

The life-work development concept, shown in Figure 2 has five components: Student, Relationships, Domains, Concentrations, and Specializations.

Student - Each student comes to the school situation with three sets of factors that will be inextricably tied to that student throughout their entire life. These three sets of factors are personality traits, intelligences, and environment. All three sets of these factors can be affected to some degree by education. But, more importantly, the individual's life-work educational-occupational options will be affected by all that is embodied in these three sets of factors.

Relationships - Throughout an individual's entire life, from birth to death, they are involved with four fundamental relationships in personal life and work: they are involved with people, with data, with ideas, and with things both animate and inanimate. Depending upon traits, environment, and intelligences, an individual may favor relationships with one or some combination of people, data, ideas, or things. These four relationships will operate to some degree in whatever domain and concentration the individual may engage.

Domains - There are four broad domains within which people may become engaged for productive work. Individuals should explore the feasibility of applying their talents and abilities in the types of work and life activities associated with the enterprise, technology, invention, and human.

Concentrations - Concentrations represent broad areas of educational-occupational options for which there is a common core of personal, educational and occupational requirements. These 15 concentrations represent the "industries" of a global world. Each concentration includes a broad array of occupations ranging from those that require limited education or training to some that require advanced higher education and extended periods of actual on-the-job experience.

FIGURE 2: COMPONENTS OF LIFE-WORK DEVELOPMENT MODEL

Specializations - Specializations represent specific occupations or jobs that have unique educational and occupational requirements. Some specializations are unique to a particular industry (concentration) while others may be found in several industries. For example, work as a illustrator maybe in the area of fashion, medical anatomy, landscaping, advertising, or numerous other sub-specializations.

Figure 2
Components of Life-work Development Model

STUDENT	RELATIONSHIPS	DOMAINS	CONCENTRATIONS	SPECIALIZATIONS
TRAITS Realisitc Investigative Artistic Social Enterprising Conventional ENVIRONMENT Peers Family Community Society INTELLIGENCES Spatial Logical-mathematical Bodily-kinesthetic Language Music	PEOPLE DATA IDEAS THINGS	ENTERPRISE Systems Structure Organization TECHNOLOGY Information Biological Physical INVENTION Product Service Creation Scientific HUMAN Diversity Equallity Well Being	Agriculture Arts Business Communication Education Energy Engineering Government Health Care Industrial Marketing Natural Resource Personal Service Religion Scientific	Specific occupations or jobs may be unique to a single concentration or found in several concentrations.

> Because of the changing demands by employers in the world of work, 80 percent of new jobs will require more than a high school diploma but less than a four-year degree. Our graduates, unlike their parents, will probably change jobs 6-7 times in their lifetime. Although four-year college graduates will continue to be needed in the future, greater knowledge of career options other that those requiring a university degree will be critical for students entering the job market in the 90's and beyond.
>
> Ripon Public Schools

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LIFE - WORK DEVELOPMENT MODEL

Continued

The life-work development model (see Figure 3) recognizes that each learner-worker enters the life-work development process with certain traits, intelligences and environmental influences. This is true at any stage of an individuals' life span. As life-work options are considered they are assessed against the individuals' understanding of their traits, talents, abilities, interests, and environmental circumstances. This self awareness is then compared to preferred or potential relationships, domains, concentrations and specializations. As indicated in Figure 3, the outflow from the individual (student) is guided by the return input from learning and experiences gained from relationships in domains, concentrations or even job specializations.

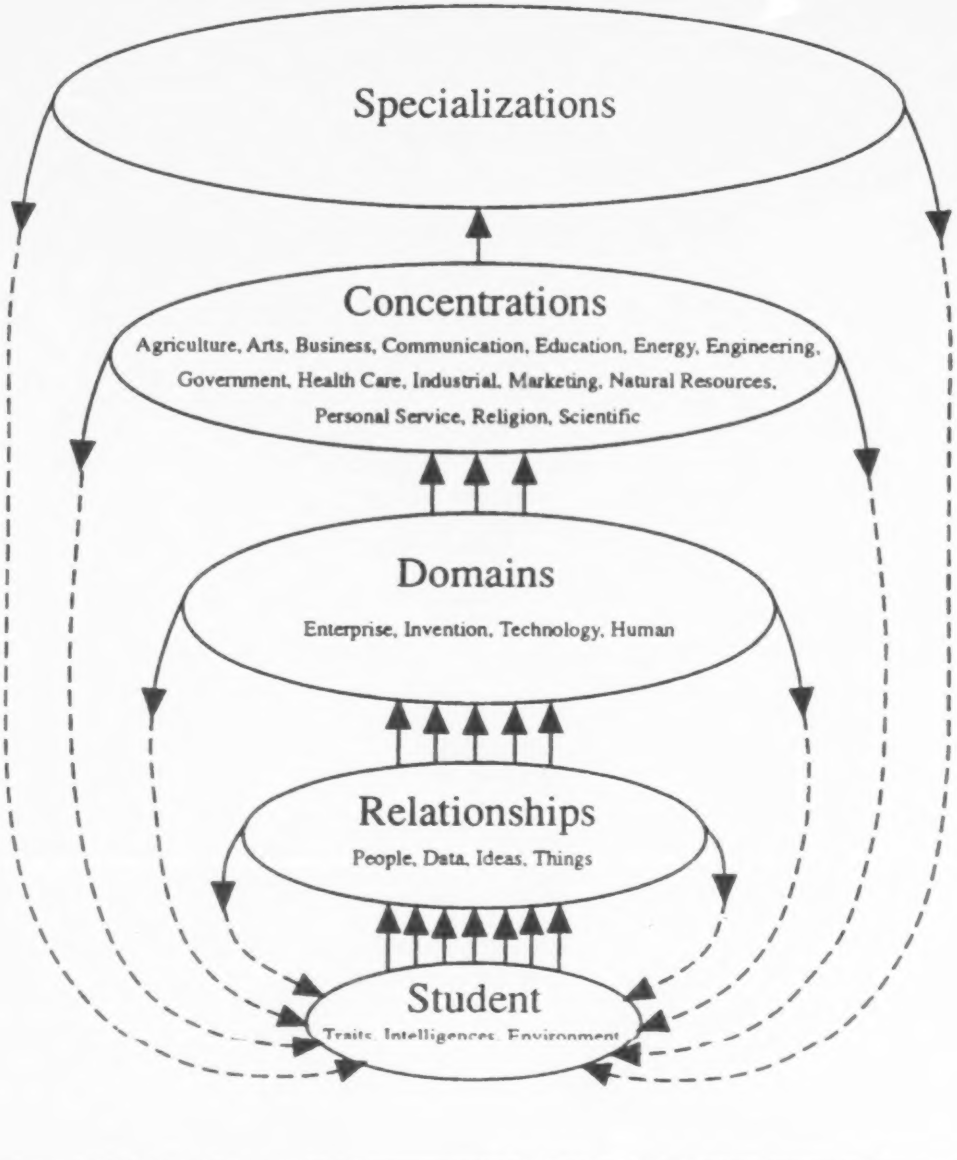
Within the PK-12 period, educational and occupational life-work understandings would begin with simple constructs and move into more complex analyses as the student moves through the educational system. Thus, during the early elementary years educational-occupational content might revolve around the four basic relationships - with people, with data, with facts and with things. Depending upon the design selected by a school (somewhere in the middle elementary or early middle school years) educational-occupational decision making content would deal with the four broad domains and the exploration of more sophisticated structures such as Holland's personality types and types or work environments.

During the upper middle school and beginning high school years the educational-occupational instruction and experiences could become more complex and involve in-depth assessment of the individual's talents, abilities, interests and potential against the known requirements of various concentrations. Emphases on specializations could be introduced whenever the student is mentally and emotionally ready to consider specific educational-occupational options.

The goal is for students and their parents to make a meaningful and appropriate educational-occupational decision from among the numerous options that are available to the junior-senior level student. Throughout all of this other educational concerns would also be addressed but always within the context of "Why is this learning (content) necessary/" and "How and where will this (content or experience) be used in life or work?".

The life-work development model is not exclusive. It is compatible with many other educational concepts and practices. It begins with the student and moves from simple life-work ideas to broad domains, to concentrations, and then to specialization at whatever pace appropriate to the students and school's situation.

Figure 3
Life-Work Development Model


Specializations
Concentrations
Agriculture, Arts, Business, Communication, Education, Energy, Engineering, Government, Health Care, Industrial, Marketing, Natural Resources, Personal Service, Religion, Scientific
Domains
Enterprise, Invention, Technology, Human
Relationships
People, Data, Ideas, Things
Student
Traits, Intelligences, Environment

An Integration Model

This model attempts to show how we as human beings function in life. We are constantly faced with problems and opportunities. As we work to deal with these situations we draw upon resources and our knowledge and ability to do things. In doing this we apply our thinking skills to solve the problem or optimize the opportunity. When we need additional resources, we try to find more. When we are short of knowledge and ability, we learn new knowledge and develop new abilities. All of this interaction produces an outcome, some good & some not so good. These outcomes, in turn, result in additional problems and opportunities. Over simplified a bit, but I hope descriptive.

As we are confronted with situations, we apply our thinking skills, including our ability to solve problems. We analyze the situation, outline a strategy, gather resources, test some possible solutions and eventually select the most promising solution for the situation. The resources we apply might include materials of different kinds, energy from different sources, information, people, financing and things (equipment, facilities, rights), not necessarily all or in equal proportions.

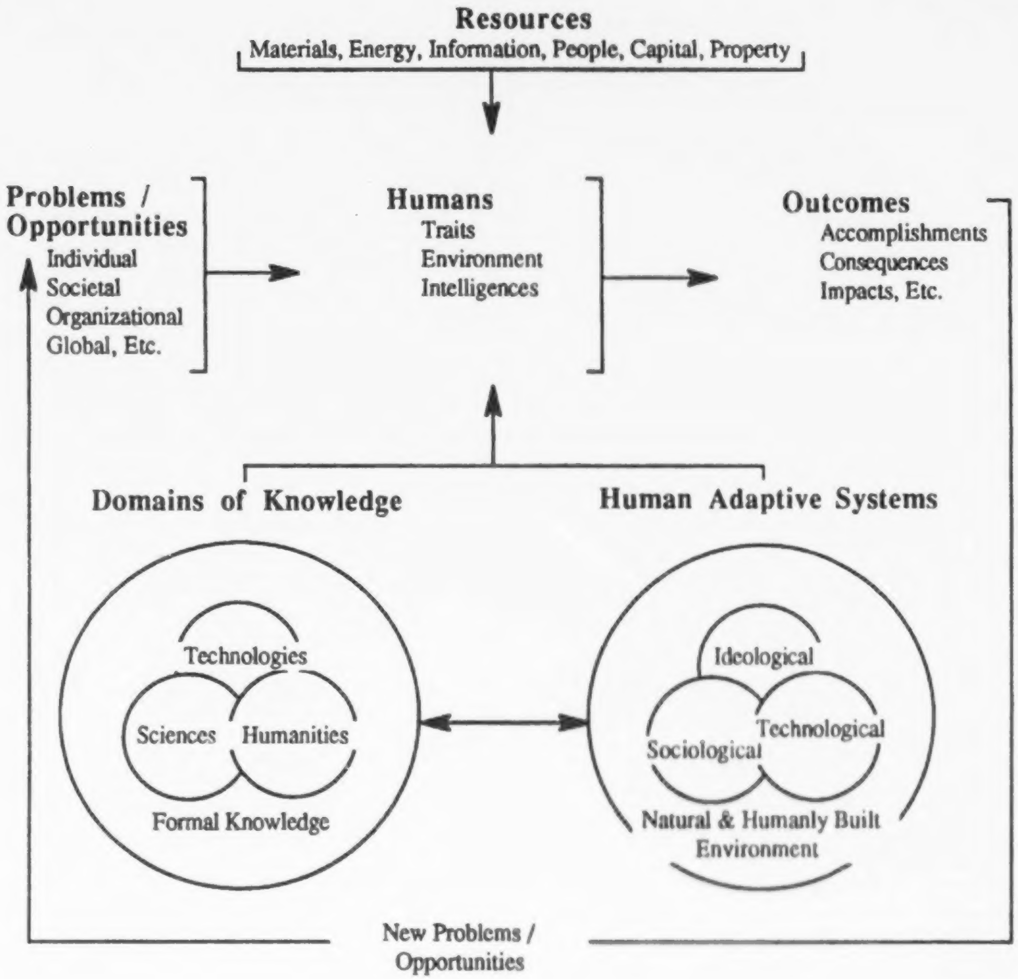
In addition to applying problem solving skills and resources, we also draw upon our knowledge, knowledge in a classical sense and that of human systems around us. In the classical sense or domains of knowledge, we have the sciences, technologies, humanities and formal knowledge. The sciences include both natural and behavioral sciences; the technologies include physical, biological and informational technologies; the humanities also include the arts; and formal knowledge includes logic, language, linguistics and mathematics which provide form, structure and enabling knowledge to the other domains.

As human beings, we have established systems by which we provide for our wants and needs within our natural and humanly created environment. These systems include but may not necessarily be limited to the ideological, sociological and technological human adaptive systems. Ideological systems include a concern for the values and beliefs of a society. Sociological systems include patterns of societal behavior and are characterized by social organization and regulation. Technological systems pertain to the means by which we manipulate our world to provide goods and services.

If the description just given is a reasonably accurate accounting of how we function as a global society and if through integration of subject matter within our schools we want our students to experience education in a way that is similar to the way we experience life, then it seems logical that we should structure the learning process in our schools much as we experience life. Therefore, we should challenge students with real life situations and ask them to solve problems and optimize opportunities. To do this, students will need to have a system for thinking and gathering information. They will also need to have some fundamental knowledge and abilities to bring to the problems and situations. This is the teachable content. it should be taught in anticipation of the problems. Students will also discover that they may be lacking knowledge and abilities in certain situations, and that's the time to bring real meaning to learning new material.

So how might integration work? We might start by selecting a real life problem that is appropriate for the maturity and ability levels of the students for whom it is intended. It is important that the problem be typical of life situations and not one that is artificial or fabricated as a chalkboard illustration. The next step is to determine if the content that will be used to solve the problem is content that is appropriately taught at this grade level and is representative of correct and accurate content, e.g. is it good math, science or technology? Another consideration is whether or not the students have the subject matter background to deal effectively with the problem. If not, it would be appropriate to teach that content before engaging in the problem. And, it would also be appropriate to let the students discover that they need additional knowledge about the subject content. This is a good place for inquiry or for that content to be taught.

Len Sterry
UW-Stout



Resources

Materials, Energy, Information, People, Capital, Property

Problems / Opportunities

- Individual
- Societal
- Organizational
- Global, Etc.

Humans

- Traits
- Environment
- Intelligences

Outcomes

- Accomplishments
- Consequences
- Impacts, Etc.

Domains of Knowledge

Technologies

Sciences

Humanities

Formal Knowledge

Human Adaptive Systems

Ideological

Sociological

Technological

Natural & Humanly Built Environment

New Problems / Opportunities

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CURRICULUM DESIGN

Teaching Strategies

1. **Comparative Analysis** A thought process, structured by the teacher, that employs the description, classification, and analysis of more than one system, group, or the like in order to ascertain and evaluate similarities and differences.

2. **Conference** A one-to-one interaction between teacher and learner where the individual's needs and problems can be dealt with. Diagnosis, evaluation, and prescription may all be involved.

3. **Cooperative Learning** A process in which members of the class, working cooperatively rather than individually, formulate and work toward common objectives under the guidance of one or more leaders.

4. **Debate** The purpose of this model is to develop skillful citizens who can intelligently analyze and take positions on various issues.

5. **Demonstration** An activity in which the teacher or another person uses examples, experiments, and/or other actual performance to illustrate a principle or show others how to do something.

6. **Diagnosis** The continuous determination of the nature of learning difficulties and deficiencies, used in teaching as a basis for the selection, day by day or moment by moment, of appropriate content and methods of instruction.

7. **Directed Observation** Guided observation provided for the purpose of improving the study, understanding, and evaluation of that which is observed.

8. **Discussion** An activity in which pupils, under teacher and/or pupil direction, exchange points of view concerning a topic, question, or problem to arrive at a decision or conclusion.

9. **Drill** An orderly, repetitive learning activity intended to help develop or fix a specific skill or aspect of knowledge.

10. **Experimentation** An activity involving a planned procedure accompanied by control of conditions and/or controlled variation of conditions together with observation of results for the purpose of discovering relationships and evaluating the reasonableness of a specific hypothesis.

11. **Field Experience** Educational work experience, sometimes fully paid, acquired by pupils in a practical service situation.

12. **Field Trip** An educational trip to places where pupils can study the content of instruction directly in its functional setting, e.g., factory, newspaper office, or fire department.

13. **Independent Study** A student proposes a study project, investigation, research, or production of something which he/she will carry on largely independently of other class work or in lieu of class work in a course.

14. **Inquiry/Discovery** Inquiry involves the attempt to answer questions, seek information, process data and develop concepts of logic and causality. This approach encourages students to become autonomous learners.

15. **Laboratory Experience** Learning activities carried on by pupils in a laboratory designed for individual or group study of a particular subject-matter area, involving the practical application of theory through observation, experimentation, and research, or, in the case of foreign language instruction, involving learning through demonstration, drill, and practice. This applies also to the study of art and music, although such activity in this instance may be referred to as a studio experience.

16. **Lecture** An activity in which the teacher gives an oral presentation of facts or principles, the class frequently being responsible for note-taking. This activity usually involves little or no pupil participation by questioning or discussion.

17. **Manipulative and Tactile Activity** Activity by which pupils use the movement of various muscles and the sense of touch to develop manipulative and/or perceptual skills.

18. **Media Usage** Activities range from very passive (as may be true in viewing television or film or listening to tapes and recordings) to very active (as in using computers or equipment).

19. **Modeling and Imitation** An activity frequently used for instruction in speech, in which the pupils listen to and observe a model as a basis upon which to practice and improve their performance.

20. **Problem Solving** A thought process structured by the teacher and employed by the pupils for clearly defining a problem, forming hypothetical solutions, and possibly testing the hypothesis.

21. **Programmed Instruction** Instruction using a workbook or mechanical and/or electronic device that has been programmed by (a) providing instruction in small steps, (b) asking one or more questions about each step in the instruction and providing instant knowledge of whether each answer is right or wrong, and (c) enabling pupils to progress at their own pace.

22. **Project** A significant, practical unit of activity having educational value, aimed at one or more definite goals of understanding and involving the investigation and solution of problems.

23. **Reading** Gathering information from books, periodicals, encyclopedias, and other printed sources of information, including oral reading and silent reading by individuals.

24. **Recitation** Activities devoted to reporting to a class or other group about information acquired through individual study or group work.

25. **Role-Play** An activity in which students and/or teacher take on the behavior of a hypothetical or real personality in order to solve a problem and gain insight into a situation.

26. **Seminar** An activity in which a group of pupils, engaged in research or advanced study, meets under the general direction of one or more staff members for a discussion of problems of mutual interest.

27. **Simulation** A simulated experience provides the learner with an opportunity to respond to a lifelike situation and through feedback of information to see the consequences of his/her action.

28. **Socratic Seminars** The primary goal of Socratic teaching is to bring out and then clarify the ideas and issues that are raised by something that has been read or otherwise experienced jointly by the leader and the students. The task of the seminar leader is threefold: to ask a series of questions that define the discussion and give it direction; to examine or query the answers by trying to draw out the reasons for them or the implications they have; and to engage the participants in two-way talk with one another when views they have advanced appear to be in conflict.

29. **Synetcics** A strategy to increase the creativity of individuals working in groups through metaphor building. Two strategies of teaching are based on synectics procedures: creating something new by using metaphors to see old problems, ideas, or products in a new light; making the strange familiar by using familiar analogies.

30. **Work-based Learning Opportunities** Activities in this category connect the student to the community or the world of work. Students actively participate in work experiences through clinicals, co-ops, youth apprenticeships, or public service activities.

INTEGRATION OPTIONS

by
Robin Fogarty

PURCHASE TIME:	Summer time/vacation
BORROWED TIME:	Add 15 minutes 4 days; gain 1 hour on the 5th day
COMMON TIME:	Schedule block time for teacher teams
NEW TIME:	Teacher incentives; motivate use of own time
FREED UP TIME:	Parent volunteers, senior citizens, visiting artists - create time
TIERED TIME:	Layer with existing times such as lunch/breakfast meeting
FOUND TIME:	Serendipitous time occasionally occurs, student teacher, visiting dignitary, assembly, snow day
BETTER USED TIME:	Rethink faculty and department meetings already scheduled use memo, notes, etc.
RESCHEDULE TIME:	Revise calendar year or daily timetable
RELEASED TIME:	Inservice, institute, professional development day

BE CREATIVE, INNOVATIVE AND MAKE IT HAPPEN!

TASK DEVELOPMENT RECORD

1. **Learner Outcome:** *(Choose from list of seventeen learner outcomes; limit to one or two.)*

#9 Recognize, define, and solve a problem.

2. **Primary Enablers:** *(Identify knowledge, skills, and attitudes which enable students to perform the educational task; state in action-oriented terms; include "home" of cross-disciplinary tasks.)*

1. Identify and explain the 6 steps of the scientific method.
2. Define the terms hypothesis and variable - When given a hypothesis, identify the variable.
3. Compare and contrast control and experimental groups.
4. Cite examples of how the scientific method is used in the industrial world.
5. Devise an experiment using the scientific method.

3. **Task:** *(Contextualize the outcome in the form of a product, process and/or performance; address the students; describe the step-by-step procedure so colleagues can duplicate the task; include a list of required resources; if additional space is needed, use back of sheet.)*

1. Compare the role and processes used by a scientist to that of a detective.
2. Complete the Farmer Brown activity in collaborative groups.
3. Discuss the 6 steps of the scientific method.
4. Discuss how the scientific method is used in different settings.
5. Devise an experiment that would include the components of the scientific method.

4. **Evaluation:** *(Describe how student performance will be assessed; identify outcomes that will be used)*

Students will be evaluated on their activity, participation and on the experiment they design. Criteria used to assess the experiment include: utilization of 6 steps, identification of hypothesis, establishment of control and experimental groups, etc.

5. **Task Characteristics:** *(Check all that apply.)*

☒ a. authenticity
☒ b. Integration
☒ c. collaboration
☒ d. transfer
☐ e. tools and technology
☒ f. multiple intelligences
☒ g. duration
☐ h. sense of time
☐ i. sense of place
☐ j. sense of culture

Topic/Concept: ____________________
Prepared by: ____________________ Date: __________
Estimated Time Required For Task: ____________________
Special Notes: ____________________

THE SCIENTIFIC METHOD

Farmer Brown Story:

Farmer Brown lives on a small farm in rural Wisconsin. His home is separated from the rest of his land by a stream which is ten feet wide and five feet deep. One day, Farmer Brown and his dog Ben go to town for a farm auction sale. While at the sale, Farmer Brown buys a sow (pig) and a bag of grain.

As Farmer Brown gets near home, the last step of his journey is to cross the stream surrounding his farm yard. Brown realizes that his small boat is only big enough to carry himself and one other object across the stream at one time. He also knows that he cannot leave the sow with the bag of grain or she will eat it. Furthermore, he cannot leave his dog Ben with the sow or Ben will chase the sow away. Can you help Farmer Brown solve his problem of transporting himself, Ben, the sow and the grain across the stream in order to get them all home? Use the steps of the scientific method to help you.

Solving the Problem Using the Scientific Method:

Step 1: ______________________________

What is Farmer Brown's problem?

Step 2: ______________________________

Go back to the paragraph and underline the three important sentences that provide important information you need in order to solve this problem.

Step 3: ______________________________

What is your definition of a hypothesis?

____

What will Farmer Brown take over first? ______________________________

Second? ____________________ Third? ____________________

Step 4: ______________________________

Test your hypothesis by using the sample animals.

Step 5: ______________________________

Did your hypothesis work? ____________ What is the problem? ____________

____

____

When an original hypothesis does not work, a scientist must modify or change his hypothesis. What is your new hypothesis?

____

____

Step 6: ______________________________

List the new steps that Farmer Brown must use: ______________________________

____

____

____

7
WAYS OF KNOWING
MULTIPLE INTELLIGENCE

Logical/Mathematical Intelligence

Often called "scientific thinking" this intelligence deals with deductive thinking/reasoning, numbers and the recognition of abstract patterns.

Verbal/Linguistic Intelligence

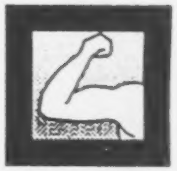
Related to words and language, both written and spoken. This form of intelligence dominates most Western educational systems.

Visual/Spatial Intelligence

The intelligence which relies on the sense of sight and being able to visualize an object and the ability to create internal mental images/pictures.

Intrapersonal Intelligence

The intelligence which relates to inner states of being, self-reflection, metacognition (i.e. thinking about thinking) and awareness of spritual realities.



Body/Kinesthetic Intelligence

Related to physical movement and the knowings/wisdom of the body, including the brain's motor cortex which controls bodily motion.

Interpersonal Intelligence

The intelligence which operates primarily through person-to-person relationships and communication. It relies on all the other intelligences.

Musical/Rhythmic Intelligence

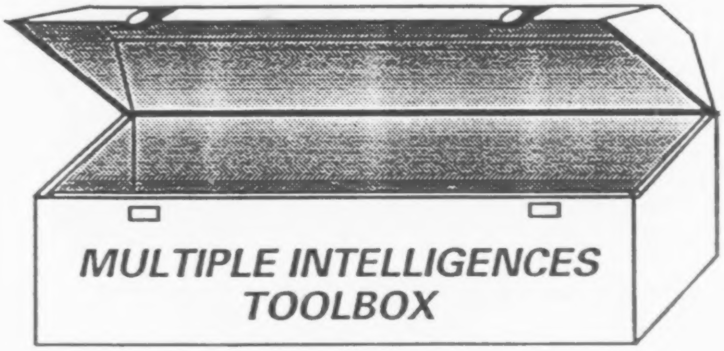
The intelligence which is based on the recognition of tonal patterns, including various environmental sounds and on a sensitivity to rhythm and beats.

VERBAL/LINGUISTIC
- Reading
- Vocabulary
- Formal Speech
- Journal/Diary Keeping
- Creative Writing
- Poetry
- Verbal Debate
- Impromptu Speaking
- Humor/Jokes
- Storytelling

LOGICAL/MATHEMATICAL
- Abstract Symbols/Formulas
- Outlining
- Graphic Organizers
- Number Sequences
- Calculation
- Deciphering Codes
- Forcing Relationships
- Syllogisms
- Problem Solving
- Pattern Games

VISUAL/SPATIAL
- Guided Imagery
- Active Imagination
- Color Schemes
- Patterns/Designs
- Painting
- Drawing
- Mind-Mapping
- Pretending
- Sculpture
- Pictures

BODY/KINESTHETIC
- Folk/Creative Dance
- Role Playing
- Physical Gestures
- Drama
- Martial Arts
- Body Language
- Physical Exercise
- Mime
- Inventing
- Sports Games



MUSICAL/RHYTHMIC
- Rhythmic Patterns
- Vocal Sounds/Tones
- Music Composition/Creation
- Percussion Vibrations
- Humming
- Environmental Sounds
- Instrumental Sounds
- Singing
- Tonal Patterns
- Music Performance

INTERPERSONAL
- Giving Feedback
- Intuiting Others' Feelings
- Cooperative Learning Strategies
- Person-to-Person Communication
- Empathy Practices
- Division of Labor
- Collaboration Skills
- Receiving Feedback
- Sensing Others' Motives
- Group Projects

INTRAPERSONAL
- Silent Reflection Methods
- Metacognition Techniques
- Thinking Strategies
- Emotional Processing
- "Know Thyself" Procedures
- Mindfulness Practices
- Focusing/Concentration Skills
- Higher-Order Reasoning
- Complex Guided Imagery
- "Centering" Practices

MULTIPLE INTELLIGENCES LESSON IDEAS MATRIX

	History	Language Arts	Science	Global Studies	Mathematics	Practical Arts	Fine Arts
Verbal/Linguistic	Debate key controversial historical decisions for today	Write a modern day sequel to a classical piece of literature	Verbally tell how to perform an experiment--others do it	Conduct a nations of the world "spelling & finding bee"	Write story problems in teams for other teams to solve	Explain how another how to make something--they follow *(industirial arts)*	Write "quality descriptions" of famous art, music, & drama
Logical/Mathematical	Trace the patterns of historical development in the West	Predict what will happen next in a story	Apply the accepted steps of "the scientific method"	Analyze a culture's development deductively & inductively	Play "Math Jeopardy"--find the operations for answers	Follow a receipe to make baked goods from scratch *(home economics)*	Do play scene/character analyses using graphic organizers
Visual/Spatial	Create murals which tell the story of an historical period	Illustrate a piece of literature with color, images, and patterns	Draw patterns/images to illustrate different natural processes	Study other cultures through their painting and sculpture	Work with manipulatives to learn math operations	Create posters which show steps of an exercise routine *(physical education)*	Have imaginary conversations with classical pieces of art
Body/Kinesthetic	Act out great moments from the past for modern times	Play "Guess what piece of literature/author I am?" charades	Act out scientific processes such as planetary rotation	Learn to play games that are popular in different cultures	Physically embody geometry formulas/fractions of a whole	Invent something new and teach others how to use it *(industrial arts)*	Create "living paintings/sculptures" of an idea or feeling
Musical/Rhythmic	Learn about various periods of history by analyzing their music	Illustrate a piece of literature with music, sound, and rhythm	Make a music tape to accompany different scientific processes	Learn about cultures through their music and rhythm	Write math operations, formulas, & problem-solving raps	Use music to improve computer keyboard skills *(computer science)*	Learn math concepts embedded in musical/dance pieces
Interpersonal	Team members learn about part of a period & teach each other	Practice joint story-telling/writing with a partner	Assign teams to do lab experiments and report to class	Conduct interviews with people from different cultures	Partners teach each other processes & apply to problems	Teach and play a series of non-competitive games *(physical education)*	Choreograph a dance about human relating and caring
Intrapersonal	Imagine having dialogues with figures from the past	Write a reflection on what you learn for life today from literature	Keep a diary on discoveries about the self in science	Brainstorm gifts of different cultures for the individual self	Think/write about how math concepts help in daily living	Note your moods/feeling when working on a computer *(computer science)*	Write a reflection on personal tastes in art music, dance, drama

Wisconsin Learner Outcomes	Students have extensive opportunities to develop this WLO in this unit (✓)	Students have some opportunities to develop this WLO in this unit (✓)	Students have few opportunities to develop this WLO in this unit (✓)
1. Identify, develop, evaluate, and apply criteria to ideas, products, and performances of one's self or others.			
2. Revise a product, performance, system, and idea in response to relevant information.			
3. Make informed decisions by examining options and anticipating consequences of actions.			
4. Achieve desired results by interpreting and executing instructions, plans, models, and diagrams.			
5. Recognize and devise systems and describe their interdependence.			
6. Create a quality product, process, and performance to meet a need.			
7. Respond to the aesthetic and intellectual aspects of an event, performance, and product.			
8. Transfer learning from one context to another.			
9. Recognize, define, and solve a problem.			
10. Recognize and communicate one's strategies for accomplishing objectives.			
11. Work effectively in groups to accomplish a goal.			
12. Defend a position by combining information from multiple sources.			
13. Develop and test a hypothesis.			
14. Recognize when a need for specific information exists and demonstrate the ability to locate, evaluate, and use the relevant information.			
15. Conceive of places, times, and conditions different from one's own.			
16. Identify personal interests and goals and pursue them.			
17. Recognize the influence of diverse cultural perspectives on human thought and behavior.			

Unit________________________ Course____________________________________

Teacher____

Figure 3. Unit Review Worksheet for Wisconsin Learner Outcomes

October 25, 1993

Executive Summary: Wisconsin Targets Model

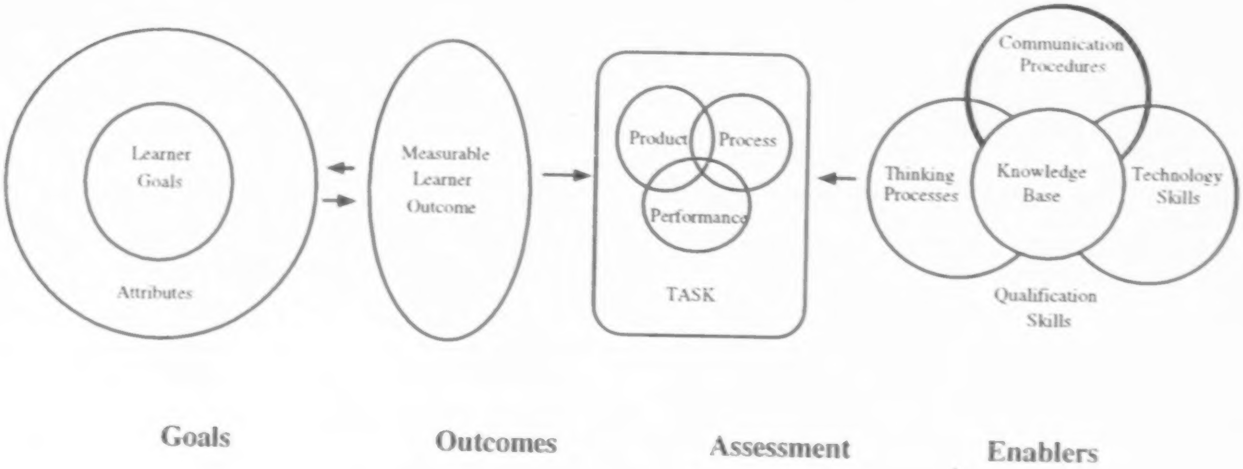
In the educational community, questions about what we expect students to know and be able to do are often obscured by confusing terminology. The Wisconsin Educational Targets Model is an attempt to clarify purpose by defining four kinds of targets and establishing their relationship to one another and to educational tasks.

- **Learner Goals.** These targets set forth what we want students to know or be in the broadest possible sense. They are the means by which policy makers speak to educators about what they expect from education. Wisconsin's ten learner goals (See Wisconsin Learner Goals) were identified by the Wisconsin Goals Panel after input from individual citizens, educators, and school boards in each of the twelve CESA agencies. They were submitted to the legislature on September 1, 1993. The Wisconsin Student Assessment system focuses on the first thee goals as recommended by the Goals Panel.
- **Attributes.** Attributes describe Learner Goals. Unlike the Learner Goals, which tend to be universally valued, attributes differ across time and cultures. What made people employable in 1940 does not make them employable in 1993. Attributes are determined by the culture in which we live. For example, in our current cultural context, being able to deal with change is an attribute of employability. Because we live in a diverse culture, individual perceptions of the attributes of a given learner goal may vary across communities or even within them. Because they are viewed differently by different people and because they often involve attitudes and values, they are often regarded as the responsibility of the home rather than the school.
- **Enablers.** In order to do educational tasks and to function effectively after formal education is complete, students need to have a *solid knowledge base*. They need *thinking skills* in order to manipulate that knowledge base, *communication competency* in order to share the results of that manipulation with others, and *technological and quantification skills* required by a developing scientific explosion. These targets, typically expressed in a district's educational curriculum, we call "enablers" because they enable students to do the tasks that we believe should energize education. For the most part society entrusts the identification of these important targets to the educational community. The enablers are the subject of Wisconsin's first two learner goals.
- **Outcomes.** Although no term is currently more pervasive in education than "outcomes," educators often use it in very different ways. In Wisconsin, we have completed an exhaustive process intended both to give the word a consistent meaning and to characterize targets that are often ignored in our curricula-targets that involve the application of enablers in authentic and meaningful ways. The outcomes were developed with the input of over 400 educators and citizens guided by the Wisconsin Goals.

The Wisconsin Learner Outcomes (See Learner Outcomes) support an instructional focus on knowledge and skills contextualized in authentic and meaningful tasks. Being stated generically, each of the seventeen outcomes is independent of any particular subject matter discipline. Each outcome identifies an important, complex act that students should be able to perform using knowledge, thinking processes, and communication procedures from various disciplines. This contextualization of an outcome in content we call a ***task***. Tasks yield observable and thus assessable products, performances, and processes. In other words, the outcomes provide the means of meeting Wisconsin's third learner goal.

Although each outcome could be contextualized in tasks within any of several disciplines, some may not have particular relevance in all disciplines. Also, some are undoubtedly of great importance in many disciplines while of relatively little importance in others. The outcomes are not intended to eliminate or minimize the importance of the various subject matterdisciplines. Indeed, their intent is to provide meaningful contexts for knowledge and skills within and across those disciplines. However, they do call for disciplines to share the responsibility for targets that transcend the specifics of the discipline. A persistent perception that traditional education is not meeting our learner goals may well arise out of our failure to require students to apply what they are learning. If so, the importance of outcomes that focus on application becomes obvious.

The following schematic portrays the relationship of the four kinds of educational targets to one another and to educational tasks:


Learner
Goals
Attributes
Measurable
Learner
Outcome
Product
Process
Performance
TASK
Communication
Procedures
Thinking
Processes
Knowledge
Base
Technology
Skills
Qualification
Skills
Goals
Outcomes
Assessment
Enablers

The goals and their attributes give direction to the development of generic learner outcomes. The outcomes are contextualized in instructional tasks that require the integration of various enablers. The tasks result in products, performances, and/or processes that can be observed and thus evaluated. The performance of a task should give some evidence that goals and attributes are being achieved.

Developing Authentic Tasks

An authentic task will embody all of an outcome's important features. It will produce a product, a performance, and/or a process that is observable and thus subject to assessment. It will draw upon a rich variety of disciplinary and cross-disciplinary enablers. But it should also meet some other selection criteria. If we design tasks with those criteria in mind, the degree to which tasks meet the criteria can serve as another way of selecting the final range of learner outcomes.

Criteria for Evaluating the Quality of Educational Tasks

In addition to the natural desire that well-thought-out outcomes and carefully developed tasks bridge the existing gaps between levels of educational targets, one needs to be concerned that tasks be consistent with what research tells us about the ways in which children learn and the conditions that foster learning. For that reason we recommend that outcome and task developers apply the following criteria to potential tasks:

- **Authenticity**

  Most of the following criteria relate to realism in some way. Perhaps the primary consideration ought to be how tasks can be more realistic and thus more relevant to students. Not the least important in this respect is finding an authentic audience for the products or performances that a task produces.

- **Integration**

  Although they may be contextualized in a discipline, authentic tasks require students to draw knowledge from several disciplines or sub-disciplines and integrate it with higher level thinking skills and symbol-manipulating processes such as speaking, reading, writing, listening, quantifying, and gesturing. This integrated material comprises the enablers. (Jacobs 1991)

- **Collaboration**

  Recent developments in education, such as whole language and cooperative learning, make us more aware of the community of learning. Much of what we do in life requires us to work with others, not in isolation. Traditional views of intelligence and consequent practice have made learning a highly individualistic activity. New instructional and assessment tasks must allow students to work together. (Johnson and Johnson 1990)

- **Transfer**

  Jerome Bruner (1977) emphasized that "to understand something as a specific instance of a more general case--which is what understanding a more fundamental principle or structure means--is to have learned not only a specific thing but also a model for understanding other things like it that one may encounter." In essence, transfer involves students learning a concept(s)in one situation and then applying it to a new situation.

- **Tools and Technology**

  To be ready for today's reality, students must master ever more complex tools and technology. Instead of making this technology a major focus of education, we avoid its use in contexts where it would be most obvious to students. We deny them the use of calculators and spell-checkers when taking tests. Some teachers only reluctantly allow students in English classes to use word processors when doing papers. Instead of worrying about students becoming dependent on technology, we must recognize that the dependency is already a fact in much of our society. If we let students leave school without the ability to use the technology they will need in their subsequent education or employment, we will be failing to meet our learner goals.

- **Multiple Intelligences**

Howard Gardner (1985) has pointed out the existence of multiple intelligences. Traditional educational practice emphasizes the logical-mathematical and linguistic at the expense of the musical, spatial, bodily-kinesthetic, interpersonal, and intrapersonal. This practice unfairly discriminates against some children. Outcomes for the twenty-first century must arise from tasks which draw upon the widest possible range of intellects.

- **Duration**

The structure of the educational system and the nature of assessment instruments often means that students must complete most assigned educational tasks within tight time constraints, usually those of a typical class period of about 45 minutes. Yet, many things that we must do in life in order to achieve identified learner goals span hours, days, weeks, or even months. We must provide educational tasks that require students to sustain effort over longer periods of time. Portfolios provide effective means for organizing and tracking these more complex and time-consuming tasks.

- **Sense of Time**

Some individuals live almost exclusively in either the past, the present, or the future with little understanding that we must learn from the past, live in the present, and prepare for the future. The full range of educational tasks should make clear the importance of all three.

- **Place**

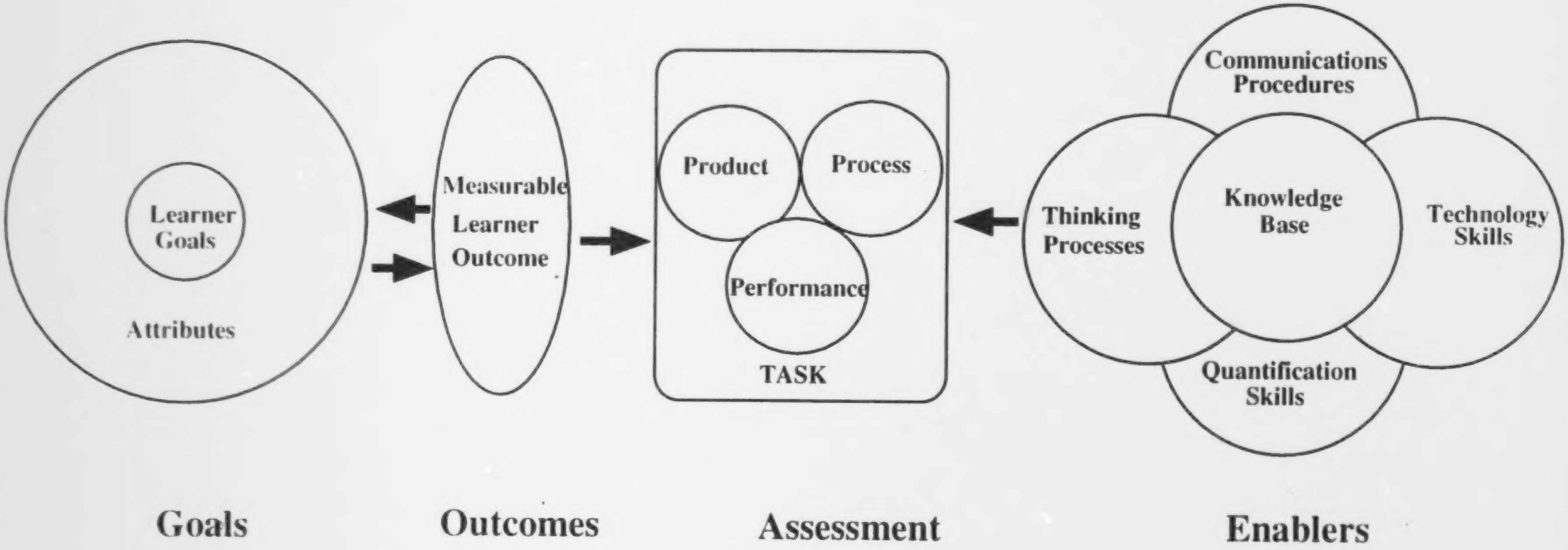
Tasks do not occur in a vacuum. We cannot expect students to achieve outcomes unless we consider the place in which education is supposed to occur. Do proposed tasks contribute to those characteristics of place which are so important in education--aesthetics, civility, ethics, conversation, security, stewardship, pride in craftsmanship? (Hartoonian 1992)

- **Sense of Culture**

Well-conceived tasks will provide students with an understanding of and a feeling for the richness of their own culture and/or others' cultures.

Of course not every outcome and task will meet all of these criteria. Some tasks will be individual, and others will not require tools and technology. Still the finite group of outcomes and tasks which will finally drive instruction and assessment programs need to give full attention to all the above criteria.

TARGETS AND TASKS



Learner Goals

Attributes

Measurable Learner Outcome

Product

Process

Performance

TASK

Communications Procedures

Thinking Processes

Knowledge Base

Technology Skills

Quantification Skills

Goals

Outcomes

Assessment

Enablers

WISCONSIN'S EDUCATIONAL GOALS*

VISION

Wisconsin's public schools exist for all students so they have an equal opportunity to attain their highest level of academic achievement, growth, and development.

Public education is a fundamental responsibility of the state. The constitution vests in the state superintendent the supervision of public instruction and directs the legislature to provide for the establishment of district schools. The effective operation of the public schools is dependent upon a common understanding of what public schools should be and do. Establishing such goals is a necessary and proper complement to the state's financial contribution to education. Each school board should provide curriculum, course requirements, and instruction consistent with the goals established. Parents and guardians of pupils enrolled in the school district share with the state and school board the responsibility for pupils meeting the goals.

Educational goals are not all the same. They differ in who implements them, who or what is directly affected by them, and the immediacy of their impact on the classroom. For convenience, the following goals are divided into three major categories: Learner Goals, Institutional Support Goals, and Societal Support Goals.

LEARNER GOALS

Learner goals refer to our expectations for students. What should students know and be able to do as a result of their time in the educational system? These goals apply to the students rather than the society or the institutions within which they are educated.

Schools exist for students to learn and to reach their full potential. The first three learner goals are the basis for development of a statewide assessment system and provide the basis upon which students achieve the other learner goals.

THE LEARNER WILL:

1. Build a substantial knowledge base.

Students will build a solid knowledge base developed from challenging subject matter in computer/information technology, environmental education, fine and performing arts, foreign language, health, language arts, mathematics, physical education, reading, science, social studies, and vocational education.

2. Develop thinking and communication processes.

Students will develop a command of thinking processes (analysis, creative thinking, problem solving, decision making, visualizing, concept development) that permit them to interpret and apply the knowledge base. Communication processes (listening, speaking, reading, writing, viewing, image making, and other symbolizing) enable them to communicate thoughts with others.

3. Apply knowledge and processes.

Students will build upon knowledge and apply learning processes to create new ideas and understandings, enhance human relations, expand awareness, and enrich human experiences.

4. Acquire the capacity and motivation for life-long learning.

Students will develop their natural curiosity to acquire habits of inquiry and a love for learning which will motivate them to continue learning throughout their lives.

5. Develop physical and emotional wellness.

Students will acquire the attitudes, knowledge, and habits to grow physically and emotionally healthy, develop self-esteem and confidence, and exhibit a healthy life style.

6. Develop character.

Students will exhibit personal characteristics, such as compassion, conviction, curiosity, ethics, integrity, motivation, and responsibility.

7. Be a responsible citizen.

Students will possess and exercise the knowledge and processes necessary for full participation in the family, civic, economic, and cultural life of a complex interdependent, global society. Students will acquire an understanding of the basic workings of all levels of government, including the duties and responsibilities of citizenship Students will make a commitment to the basic values of our government, including reverence and respect for and the history and meaning of the American flag, the Declaration of Independence, the U.S. constitution and the constitution and laws of this state, and acquire a knowledge of state, national, and world history.

8. Be prepared for productive work.

Students will acquire knowledge, capabilities, and attitudes necessary to make them contributing members of a dynamic national and world economy and prepare them for the transition from school to work.

9. Respect cultural diversity and pluralism.

Students will demonstrate the knowledge and attitudes necessary to understand and respect individual and multicultural diversity and to work cooperatively with all people.

10. Develop aesthetic awareness.

Students will become aware of and be able to generate those forms of experience that have artistic and aesthetic meaning.

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*As required by s. 9145(9c), 1991 Wisconsin Act 269, and reported by Governor Tommy G. Thompson and State Superintendent John T. Benson to the Wisconsin Legislature on September 1, 1993.

INSTITUTIONAL SUPPORT GOALS

Institutional support goals have to do with the learning context and environment and are the means that support the achievement of learner goals. They include such things as adequate buildings, adequately prepared teachers, reasonable teacher planning time, and appropriate materials. Many of these factors have a direct impact on the classroom and the students. Institutional support goals deal with conditions that are within the control of the school district through its school boards and administrators, assuming that society has provided the necessary resources. If a goal affects the learning environment and is attainable without action by entities outside the local school district, it is called an institutional support goal.

To accomplish these goals and provide appropriate instruction, adequate resources, time, staff development, funding, technology, and facilities must be available. A governance model that encourages local decision making might better ensure that all parties play a role in deciding the allocation of resources.

INSTITUTIONS WILL:

1. Focus on academic achievement.
The primary mission of schools will include a focus on academic results to ensure that learning occurs.

2. Set high expectations for students and schools.
School staffs, parents, and community members must set high expectations so that all students will achieve the expected educationalresults.

3. Address the needs of all students.
Schools will recognize the widely varying circumstances and backgrounds which children bring to school and will design strategies and alternative programs to meet the changing needs and diverse learning styles of students.

4. Establish a climate of respect.
The school atmosphere will ensure that students and staff are treated with respect and dignity so that they respect others and so that students are better able to learn.

5. Provide a wide range of educational offerings.
Schools will offer a wide range of curricular and co-curricular activities so that students will have additional opportunities to learn teamwork, cooperation, and the application of learning.

6. Provide an active learning environment.
Schools will provide an environment in which students are actively engaged in learning that connects curriculum, instruction, and assessment.

7. Provide a positive physical setting for learning.
Schools will provide safe and stimulating environments conducive to active learning.

8. Meet the needs of professional staff.
Staff will have the resources, preparation, and encouragement to perform successfully. Staff should have adequate time and financial support for professional development, collaboration in course planning, strategy development, and innovation to meet the needs of children.

9. Establish family partnerships.
Schools will create an environment that seeks the active participation of families to maximize learning.

10. Promote collaboration within the school and community.
Schools and school boards will facilitate collaboration between and among all school staff and community members and connect the curriculum and delivery of services .

SOCIETAL SUPPORT GOALS

Societal support goals, like institutional support goals, are the means that support the achievement of learner goals. If met, they ensure that students will have the necessary foundation to learn. They include such things as adequate health care, adequate nutrition, adequate funding for education, and safe, drug-free environments. These goals have significance beyond the educational community. Still, they have a crucial, if indirect, effect on children's learning. If children are not secure, properly nourished, or in good health, they will find it difficult to learn. If a goal requires action by forces outside the school district structure, it is called a societal support goal.

To accomplish these goals, society must make the commitment to invest in a quality education for all children, ensure that schools are staffed by well-prepared and caring personnel, invest its resources and leadership to ensure that children flourish, and provide support for families to provide a nurturing environment for their children.

SOCIETY WILL:

1. Make children its top priority.
Wisconsin will make the education and nurturing of all children its top priority.

2. Provide fair and adequate funding for education.
Society will act to resolve the disparities among school district financial resources needed to ensure that students, regardless of where they live, meet state educational expectations.

3. Provide safe schools, neighborhoods, and communities.
Society will promote drug- and violence-free schools and communities.

4. Ensure that children at all levels are ready to learn.
Society will provide support for parents and families to meet the ongoing nutritional, safety, physical, and emotional health needs of their children. Parents and families will instill in their children the importance of education.

5. Develop partnerships.
Society will develop partnerships between and among educators, students, parents, community, labor, business, industry, other educational institutions, and government agencies to better serve students and families.

6. Provide educational, cultural, and recreational opportunities.
Society will provide educational, cultural, and recreational opportunities which will enhance the quality of life and learning for all citizens.

7. Enhance educational equity through information technology.
Society will provide the necessary resources for schools to capitalize on information technologies such as telecommunications and computer networks to extend curriculum by using delivery systems such as distance learning.

8. Support local decision making .
The primary mission of state educational governance will be to support local districts, allow maximum flexibility for local decision making and innovation, and employ reasonable measures of accountability. The primary indicator of district effectiveness shall be academic results.

Wisconsin Learner Outcomes

1. **Identify, develop, evaluate, and apply criteria to ideas, products, or performances of one's self or others.**
   This outcome speaks to the practice of being constructively critical of the work of other persons as well as that produced by one's self. A person should realize when such criticism is "objective", based upon analytical factors and when it is "subjective", based upon emotional or personal factors. A student should apply criteria developed by him- or herself as well as those developed by others.

2. **Revise a product, performance, system, or idea in response to relevant information.**
   Relevant information might include additional data, changes in a situation, or feedback from experts, peers, or family members. Although the revision may simply result in a change that makes the item in question different than it was before the change, the basic intent is that the change results in an improvement. The expectation is that the student will sort through all information presented and choose to use only that which will result in the improvement.

3. **Make informed decisions by examining alternatives and anticipating consequences of actions.**
   Familiar sayings such as "Look before you leap" and "Think before you act" capture the essence of this outcome. A student should gather evidence and information relevant to some contemplated action, weigh the pros and cons of the potential results of that action, and then choose the proper course of action.

4. **Achieve desired results by interpreting and executing instructions, plans, models and diagrams.**
   Essentially this means that a person can follow directions of any form -written, spoken, in pictures, or mathematical symbols. Following directions appropriately includes sorting things out when they are not clear as well as evaluating the successful attainment of the desired result. In most cases, the actual result is consistent with the wishes of the direction-giver as well as the direction-follower.

5. **Recognize and devise systems and describe their interdependence.**
   A system is a set of elements so related as to form a unity or organic whole. A closed system is orderly and predictable. Open systems are self-organizing and essentially unpredictable because they are sensitive to many kinds of feedback. Examples of the former include a musical composition, a game complete with its rules, a procedure designed to solve a whole collection of similar mathematics problems, and mechanical devices. Social systems, whirlpools, weather, and human beings are examples of open systems.

6. **Create a quality product, process, or performance that will meet a need.**
   Although similar to outcome five, this outcome is distinguished from it by being a tangible or visible thing or event. It can also include things with an aesthetic, intellectual or emotional content such as paintings, musical renditions, an athletic performance, poems or essays or a novel, making personal and public policy, and an elegant approach to solving a mathematics problem.

7. **Respond to the aesthetic, intellectual, and emotional aspects of an event, performance or product.**
   This response might take the form of some new product or performance. The creative arts such as acting, performing of musical compositions, and oral interpretation of literature would be examples of a response.

8. **Transfer learning from one context to another.**
   The student should identify common characteristics of two or more situations, objects, events, or persons. Often these common characteristics lie below surface features, and so, one needs to be analytical. Another manifestation of this outcome is finding a practical application for a theory. This outcome also involves imagining new uses for existing products and new applications of ideas.

9. **Recognize, define, and solve a problem.**
This outcome includes differentiating between routine situations and those that are truly problematical in that the solution path is not immediately obvious. Often, the situation is ill-defined: the student needs to formulate the problem and eliminate irrelevant information. An effective problem solver has a wide repertoire of strategies and can often identify multiple solutions and/or solution processes.

10. **Recognize and communicate one's strategies for accomplishing objectives.**
A student should think and reflect upon his or her own thinking processes and thus improve them. Those approaches should be shared with others.

11. **Work effectively in groups to accomplish a goal.**
The changing workplace often demands that a person collaborates with fellow workers. However, this does not imply that working independently is not valued.

12. **Defend a position by integrating information from multiple sources.**
The position or point of view being defended could be one's own or that of another person or group. The position can take the form of some controversial issue of a social, political, environmental, economic, or hypothetical nature. A key word here is "integrating." The student must gather solid information from a variety of external sources and then blend that information with his or her own personal knowledge base and personal frame of reference to create an informed argument in favor of a position, point of view, or issue.

13. **Develop and test a hypothesis.**
A hypothesis is a conjecture about a rule or relationship among a collection of events, objects, ideas, or persons. A students should devise a plan to identify and collect data, interpret and use that data to determine whether or not the conjecture is true.

14. **Recognize when a need for specific information exists and demonstrate the ability to locate, evaluate, and focus that information.**
It is rare for a person to be in a situation when he or she knows all there is to know about that situation. That person has to efficiently avail him- or herself of needed information. This means to consult a recognized authority, to extract data from library sources, or to access electronic data bases. However, in this information age, it is frequently the case that there will be information overload. Thus, this outcome requires students to sort through all information, eliminate that which is irrelevant to the situation at hand, and then organize what is left into a usable form.

15. **Conceive of places, times, and conditions different from one's own.**
While imagination and creativity are inherent in this outcome, it encompasses real as well as fictional places, times, and conditions. One should conceive of life as it actually existed in the distant past as well as envisioning how it might be in the distant future. For example, "What was life in Wisconsin like in 1848?" or "What might it be like in 2048?" The student should think of him- or herself in environments foreign to his or her actual existence, but very real to the experience of others.

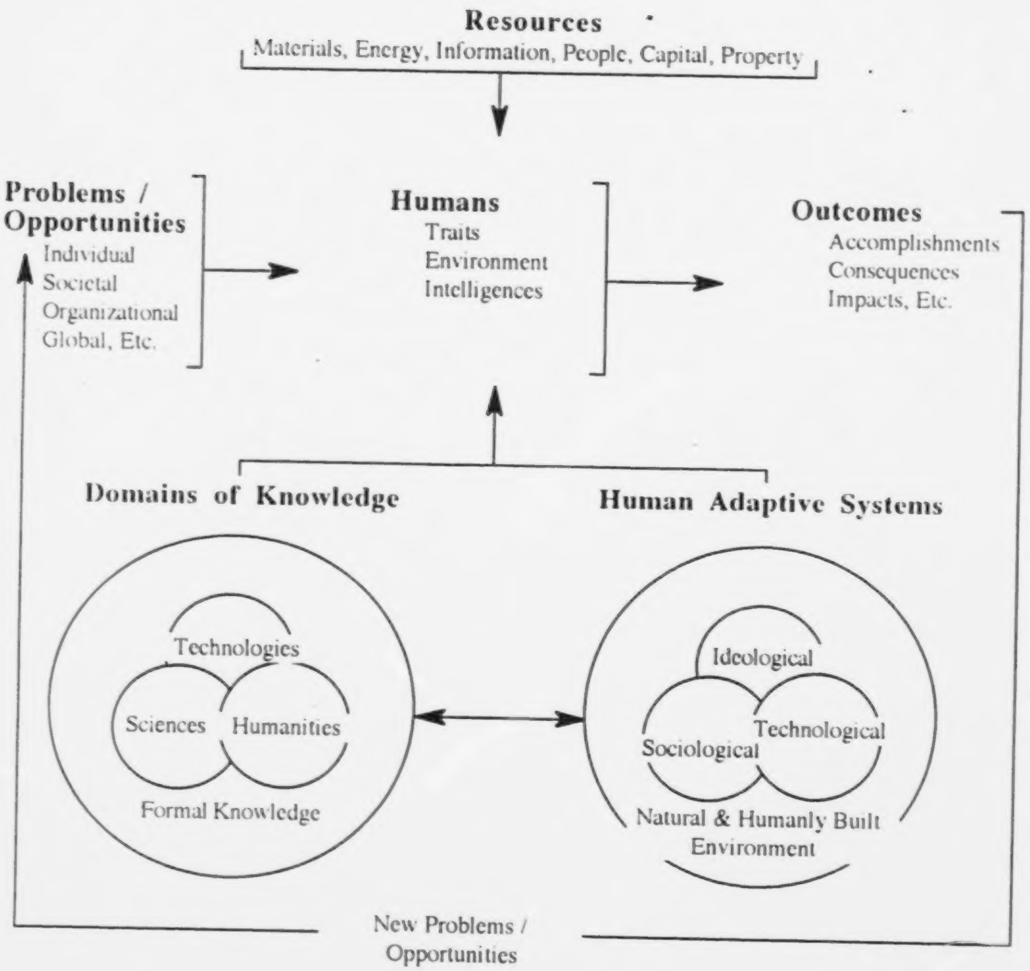
16. **Identify compelling personal interests and goals and pursue them.**
A student should work persistently over an extended period of time on ideas, activities, projects, and goals that reflect his or her own personal abilities, talents, and interests, and not just those imposed by others.

17. **Recognize the influence of diverse cultural perspectives on human thought and behavior.**

The term "culture" is taken in the broadest sense to encompass groups that share a common history, or have a linguistic, racial, geographic, or social bond affecting the way they act and their view of the world. Examples include the civilizations of ancient Greece and the Incan Empire, and Hispanic, African or Asian cultures.

Life-Work Development Model
as described in
A Report by a Study Committee
that was
Presented to the Wisconsin Tech Prep State
Management Team and the Wisconsin Tech Prep
Leadership Group
June of 1994.

This is provided as a tool for organizing integrated and applied curriculum.



Resources

Materials, Energy, Information, People, Capital, Property

Problems / Opportunities

Individual
Societal
Organizational
Global, Etc.

Humans

Traits
Environment
Intelligences

Outcomes

Accomplishments
Consequences
Impacts, Etc.

Domains of Knowledge

Technologies
Sciences
Humanities
Formal Knowledge

Human Adaptive Systems

Ideological
Sociological
Technological
Natural & Humanly Built Environment

New Problems / Opportunities

Len Sterry
UW-Stout

Challenge to the Study Committee:

Recommend model(s) of conceptual structures the PK-12 schools might use to organize learning experiences, reorganize curriculums, or restructure educational practices that would help students discover their interests, talents, and abilities the fields or environments where these talents and abilities might best be employed.

Challenge from Wisconsin Tech Prep State Management Team and Tech Prep Leadership Group

Our Recommendation, after studying other models and subjecting ideas to regional focus groups is:

"Life-Work Development Model"

It will contribute to other goals and initiatives established for education

Components of the Life-Work Development Model

Students:

Traits, Environment, Intelligences

Relationships:

People, Data, Ideas, Things

Domains:

Enterprise, Technology, Invention, Human

Concentrations: (Career Majors)
Ag, Arts, Business, Communication, Engineering, Education, Energy, Government, Health Care, Industrial, Marketing, Natural Resources, Personal Services, Religion, Scientific

Specialization:
Occupations unique to one concentration or found in several

Challenge:

So that you can become familiar with this approach and ultimately determine if it can be useful to you and your district, you are challenged to:

(1.) Identify a Life-Work problem or opportunity as an authentic context for integrating and applying appropriate learning from two or more disciplines.

Consider using the Domains and Concentrations from the Model as areas from which problems and opportunities might be derived. This is the learning activity.

(2.) Determine which disciplines will be applied and integrated. Also, determine:
What students will need to know and be able to do before they engage in the activity
and
What students will need to be taught as a part of the activity.

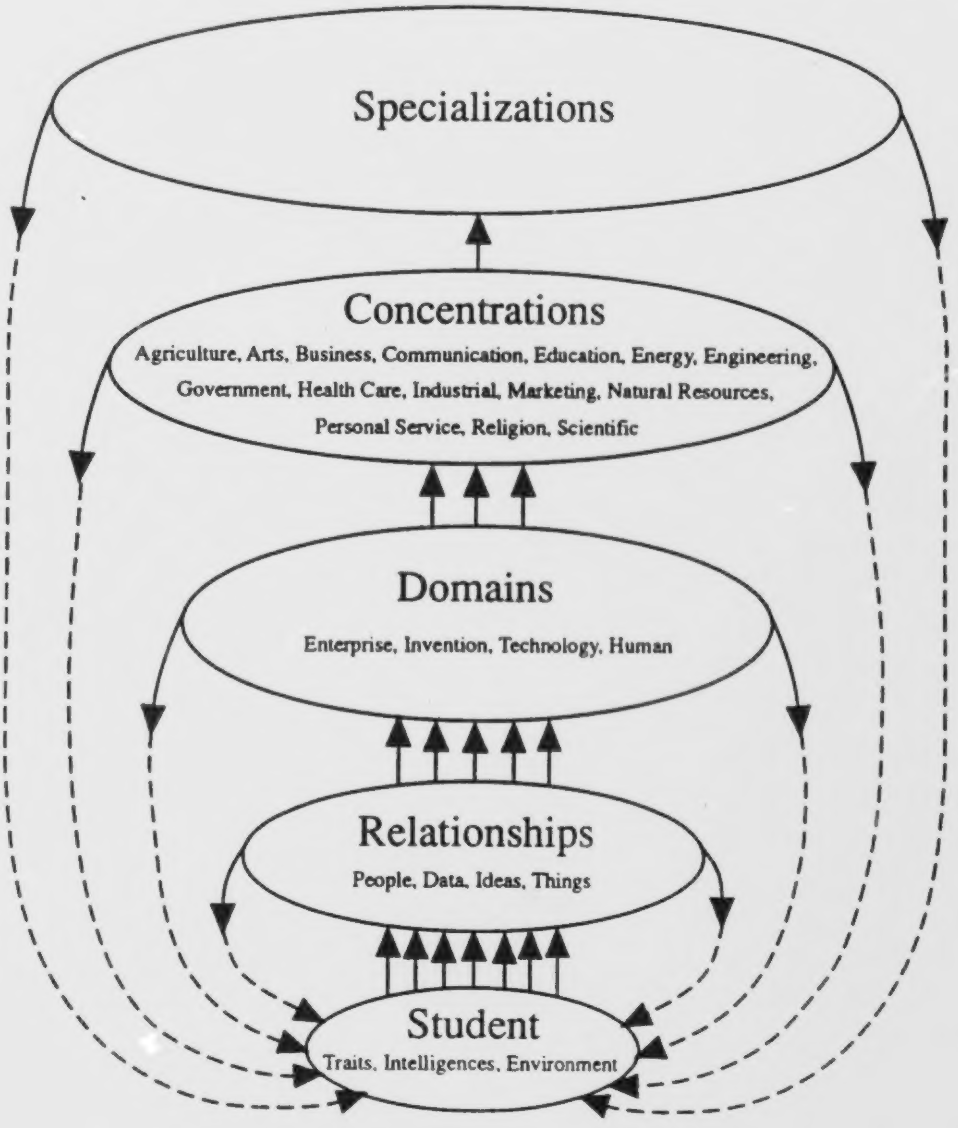
(3.) Select resources that students might be able to draw upon to solve the problem or optimize the opportunity presented in the learning activity.

(4.) Establish criteria to determine the extent to which the learners were successful in solving the problem or maximizing the opportunity.

LIFE-WORK DEVELOPMENT MODEL Continued

The life-work development model is not exclusive. It is compatible with many other educational concepts and practices. It begins with the student and moves from simple life-work ideas to broad domains, to concentrations, and then to specialization at whatever pace appropriate to the students and school's situation.

Figure 3
Life-Work Development Model


Specializations
Concentrations
Agriculture, Arts, Business, Communication, Education, Energy, Engineering, Government, Health Care, Industrial, Marketing, Natural Resources, Personal Service, Religion, Scientific
Domains
Enterprise, Invention, Technology, Human
Relationships
People, Data, Ideas, Things
Student
Traits, Intelligences, Environment

WIDS

Wisconsin
Instructional Design
System

WIDS Model

WIDS Software

WIDS Telecourse

WIDS Technical Assistance

BEST COPY AVAILABLE

Performance Standards

In Performance Based Instruction, competencies tells learners WHAT primary skills, knowledge or attitudes they will learn. A competency describes a major skill, knowledge or attitude needed to perform a task effectively and efficiently.

Performance standards tell learners how performance of the competency will be measured WHEN they have achieved it. They provide observable and measurable criteria and conditions of performance assessment. Performance standards help to define the skill described in the competency and clarify required levels of performance.

The **conditions** describe the situation in which performance will be assessed. Performance conditions answer questions about what equipment or supplies will be provided, what resources or references will be denied, the setting or format for assessment.

The **criteria** establish expectations by which performance is evaluated. Performance criteria describe satisfactory performance and provide the basis for judging whether or not performance is acceptable.

Criteria may be developed to assess a process, a product, or both a process and a product. Criteria may specify qualities/elements of performance, accuracy, speed, frequency, percentage or number to be achieved, reference to published standards, degree of excellent, or qualities/elements of performance.

The summary box below may help clarify the components of performance objectives.

CONDITIONS	COMPETENCY	CRITERIA
GIVEN: (Identify all limits or circumstances under which the learner will perform the competency for assessment)	LEARNER WILL: (Insert competency)	HOW WELL: (Describe measures of satisfactory performance)

One way to write performance objectives is in a sentence format, but it is more user friendly to write performance objectives in a table, as follows:

COMPETENCY	PERFORMANCE STANDARDS
(Insert competency)	Criteria: Performance will be satisfactory if: (Describe measures of satisfactory performance) Conditions: (Identify all limits or circumstances under which the learner will perform the competency for assessment)

Types of Criteria

The types of criteria are listed below along with a question to ask yourself to help you generate criteria. In the box below each type are some examples. In order to define performance criteria, you may choose one, all, or any combination of the following criteria.

#1 ***Characteristics, qualities or elements of a satisfactory performance*** - What are the characteristics, qualities, and/or elements of a satisfactory performance?

Examples: Competency + *criterion*
Prepare an after-action report
Report exhibits correct grammar, usage, spelling and punctuation
Conduct an employee orientation
Learner explains the terms of a given employment contract using lay language
Interpret a poem
Interpretation includes a logical rationale
Bake chocolate chip cookies
Learner followed safety and sanitation procedures

#2 ***Accuracy or tolerance*** - How accurately, or within what tolerance limit, must the performance be done?

Examples: Competency + *criterion*
Produce a machine tooled part according to the blueprint
Part is within +/- 0.001 inch tolerance, as measured by a micrometer
Bake chocolate chip cookies
Cookie measures within +/- .25 centimeters of 6 centimeters in diameter

#3 ***Speed*** - How fast, or at what speed or rate, must the performance be completed?

Examples: Competency + *criterion*
Close out your cash drawer
Learner completes cash drawer closeout within 10 minutes
Sharpen the blades on a power lawn mower
Lawn mower is ready for return to the customer within 24 hours of drop-off
Adjust the shifting mechanism on a mountain bike *Learner completes adjustments at the rate of 3 per hour*
Bake chocolate chip cookies
Learner bakes 6 dozen cookies in 2 hours

#4 ***Percent or number*** - What percentage or number of items produced must meet standard/specs?

Examples: Competency + *criterion*
Record dental history for new patients
Dental history items are all complete and accurately recorded
Draw a detailed illustration of the skeletal structure of the hand
Drawing shows a minimum of 80% accuracy
Putt a golf ball into the hole
Learner sinks short (36" or under) putts 3 out of 4 times
Bake chocolate chip cookies
19 out of the 20 cookies must meet all criteria for the finished product

# 5 ***Permissible errors*** - How many errors will be permitted?

Examples: Competency + *criterion*
Translate a business letter written in Spanish into English
Translation contains no more than 2 errors
Prepare a resume
Resume contains no grammar, spelling, or punctuation errors
Bake chocolate chip cookies
Each batch contains fewer than 2 broken cookies

#6 ***Reference to existing standards*** - What existing standards and/or specifications must the performance meet to be acceptable to me?

Examples: Competency + *criterion*
Follow universal precautions when dealing with body fluids
Learner follows universal precautions for assisting an injured employee who was bleeding
Complete income protection absence reports
Learner follows income protection reporting procedures published in the departmental policy manual
Install an electric dryer
Installation meets manufacturer's specifications

# 7 ***Degree of excellence*** - What degree of excellence will I require of the performance?

Examples: Competency + *criterion*
Buff the exterior of a vehicle
Vehicle exterior shine reflects a piece of paper
Join two pieces of fabric using a flat-felled seam
Seam does not split when the two pieces of material are jerked sharply
Bake chocolate chip cookies
Cookies are rated as 'delicious' by nine out of ten customers

Types of Conditions

Six general types of performance conditions are listed below along with a question to ask yourself as you are generating conditions. Some examples for each type are included. In order to define performance conditions, you may choose one, all, or any combination of the following conditions.

#1 ***Format of Performance*** In what format must the performance be demonstrated for evaluation?

Examples:
In a written assignment . . .
Through contribution to <a specific class activity or group project> . . .
In an oral report . . .
In an essay exam or an objective test . . .
Through actual performance of <the skill> . . .

#2 ***Resources given*** - What resources, such as equipment, supplies and/or materials, will be provided?

Examples:
Using a given a set of blueprints . . .
Using any available equipment in the electronics laboratory . . .
Provided access to all references and materials in the classroom . . .
Given ingredients packaged in bulk . . .

# 3 ***Resources denied*** - To what resources and references will I deny the learner access?

Examples:
Without any references . . .
Using only the equipment which has been set up . . .
Without the use of a calculator . . .
Without the use of personal notes . . .

# 4 ***Environment*** - In what type of environment will I require the learner to perform the competency?

Examples:
In a classroom setting . . .
In a simulated work situation . . .
While in the hospital or nursing home clinical setting . .
In the culinary arts lab . . .

# 5 ***Information given*** - What information will I give to the learner, to set up and direct the evaluation in a certain direction?

Examples:
Given a written description of a situation involving a family's ethnic eating patterns . . .
Provided a case study . . .
Using the commercial recipe provided . . .

# 6 ***Deadlines*** Within what deadlines must the learner complete the performance?

Examples:
By the end of the semester . . .
Prior to beginning Unit 2 . . .
Within six months after the completion of instruction . .

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WIDS

Wisconsin instructors and curriculum specialists have two new tools to help them create performance-based curriculum. In June of 1992 the sixteen Wisconsin Technical College districts formed a partnership with the Wisconsin Technical College System (WTCS) Foundation and the Wisconsin Technical College System (WTCS) Board to develop an instructional design software package and video-based professional development course.

A Practitioners' Model for Instructional Design. The Wisconsin Instructional Design System (WIDS) Model integrates current theory and practice in instruction into a practical model that makes sense to frontline educators. Featuring critical elements of performance-based design, the model infuses broad, transferable skills called core abilities (skills like communication, problem-solving, and critical thinking) into content rich instruction. Flexibility within the model makes it adaptable to varied instructional intents and missions--both academic and technical.

Computer Software Tools for Instructors. Released in September, 1994, *Version 2.4* of the Wisconsin Instructional Design Software (WIDS) will serve as a tool for teachers and trainers to create study guides and training manuals that include core abilities, competencies, performance standards, learning objectives, learning activities, and performance assessment statements. Later versions of the software will offer analysis of instructional design and infusion of core abilities into learning plans and assessment. It will also support the development of performance assessment tasks, personalized course syllabi, articulation plans, along with DACUM charts, program task lists and curricula.

The WTCS undertook this endeavor to develop software following a one and one-half year pilot project previewing existing curriculum development software. Though existing packages offered features that met some of Wisconsin's needs, technical college faculty and curriculum specialists found they could not provide the flexibility and several features that are critical to the Wisconsin Instructional Design Model. Wisconsin's software is being designed to be performance-based, user-friendly, and teacher-focused.

Video-Based Instructional Design Course. The Wisconsin Technical College System also is creating a video-based professional development course entitled Instructional Design and Planning. The course complements the computer software. Intended as a "how to" guide for frontline educators and trainers, *Instructional Design and Planning* gives practical reasons, guidelines, and examples for developing performance-based instructional materials.

The video-based course is designed to enable teachers, trainers, and instructional designers to complete their course work at home or in their work places. The course design team is framing the course as a complete learning package, including both video and print materials, to ensure that it will represent sound distance learning practice. They suggest that the course be supported by a facilitator who will provide feedback on assignments, and assist learners in person, via mail, or by phone. "Unit I-Designing Courses," is completed and available for purchase. "Unit II-Creating Assessment and Learning Strategies," will be available in September, 1995.

The Partnership. Primary partners in this endeavor are the sixteen technical college districts, the WTCS Board, the WTCS Foundation, and GE Medical Systems Institute in Milwaukee. Though the software and the video course are being targeted primarily for technical college faculty and staff members, a broader audience is anticipated, as schools and businesses increase their efforts to respond to today's environment which calls for accountability and expanded attention to quality customer service.

K-12 Applications. As public school districts recognize the centrality of performance-based instruction to School to Work, Tech Prep, Youth Apprenticeship, authentic assessment and other school reform efforts, they are seeking strategies to help them meet new curricular challenges. Ripon High School, in Ripon, Wisconsin, has served as a pilot public school. Two Ripon teachers have participated in the design process as members of the WIDS Advisory Team from its inception.

High Tech/Performance-Based Instructional Design Tools Designed by Trainers and Teachers for Trainers and Teachers

■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■

In addition, a Tech Prep pilot project is bringing the WIDS model, software, and telecourse to as many as 62 high schools. Ripon English and Social Studies teacher Richard Zellmer has joined the project staff on a one-year special assignment. As one of his primary responsibilities, he will coordinate K-12 WIDS initiatives.

Business and industry. GE Medical Systems Institute has an enviable track record for using performance-based instruction to increase efficiency and customer service. As leaders in their training department look to the future, they anticipate the need to prepare additional members of their training team to go beyond platform training by applying the principles of adult learning and instructional design to accomplish their goals. The GE Medical Systems Institute Training and Development Department has served as an advising partner in the development of the software and video-based course throughout the project.

GE Medical Systems Institute is also working in partnership with the WTCS Foundation to produce the video portion of the *Instructional Design and Planning* telecourse on site at GEMS TV. By involving members of the business community at these developmental stages, project designers hope to extend the application of both products beyond the educational classroom to the workplace.

A Participatory Design Process. Project designers are committed to using quality principles, basing the design of the model, software, and video-based course on ideas from frontline educators and trainers. The WIDS Statewide Advisory Team has spear-headed much of the initial design work. This group is made up of curriculum specialists or faculty representatives from all sixteen districts, along with representatives from Ripon High School and GE Medical Systems Institute.

Between February and May 1993, the Curriculum Specialist Advisory Team collaborated to incorporate concepts and practices from all technical college districts into one educationally sound, performance-based instructional design model. The model provides uniform instructional design terminology and a framework that can be used throughout Wisconsin. Next they used this model to establish criteria for the instructional design software.

The technical college districts have formed Instructional Design Project Users Teams consisting of faculty and staff representatives who work with full-time programs, Tech Prep, economic development, and computer services. District User Teams review *beta versions* of the software and information about the video-based course, providing reactions to the Project Design Team.

The Design Team. Loren Brumm, Executive Director of the WTCS Foundation, has put together a design team consisting of frontline educators. Programmers for the project, Jim Jandovitz and Robert Kennedy, worked extensively with MATC-Milwaukee in the development of MATCCAD. Jim also worked on computerization of the MATC library.

Deb Mashburn, part-time instructor and curriculum writer at Moraine Park Technical College, serves as instructional designer for the project. Deb is developing the print materials to support the video-based course and assisting with the design of the software. Dale Ulmer, Instructional Designer - WTCS Foundation, is working with GE Medical Systems trainers to explore the feasibility of producing the video course on CD Rom so that it can be accessed as on-line help by software users. Richard Zellmer, Ripon High School Teacher, is coordinating the K-12 initiative and playing a key role in WIDS training.

Judy Neill, former Administrator of Instructional Development at Moraine Park Technical College, serves as over-all project director. Judy brings eighteen years experience as a communication and social science teacher, adult education supervisor, distance learning coordinator, associate dean, and instructional designer to the project. The project is based at Moraine Park Technical College in Fond du Lac, Wisconsin.

Unit I of the *Instructional Design and Planning* course and Version 2.4 of the WIDS Software are available to educational and business organizations. For more information about the Wisconsin Instructional Design System, contact Judy Neill at (414) 929-2485 (FAX 414/929-2471).

COMPARISON and CONTRAST

CONTENT	Weak	Avg.	Strong
1. Introduction quickly and clearly identifies the items or ideas being compared.			
2. Focuses on subjects with sufficient traits in common.			
3. Shows purpose by explaining WHY items are being compared.			
4. Presents and develops several similarities and differences.			
5. States a conclusion based on the comparison.			
5. Uses language appropriate for the targeted audience.			

FORM

6. Contains well-developed introduction, body, conclusion.			
7. Demonstrates an awareness of proper and effective paragraphing.			
8. Demonstrate coherence and logical organization.			
9. Uses appropriate transitional words and phrases between sentences and paragraphs.			
10. Includes sentences with a variety of structures.			

GRAMMAR, USAGE, and MECHANICS

11. Contains no more than three minor errors in grammar or usage.			
12. Contains NO errors in spelling, capitalization, and punctuation.			

ADDITIONAL COMMENTS:

CAUSE and EFFECT

CONTENT	Weak	Avg.	Strong
1. Introduction quickly and clearly identifies the cause-and-effect relationship being compared.			
2. Shows awareness of purpose.			
3. Presents several causes if explaining an effect or several effects if explaining a cause.			
4.Shows relationship between causes and effects.			
5. States a conclusion based on the cause and effect.			
5. Uses language appropriate for the targeted audience.			

FORM

6. Contains well-developed introduction, body, conclusion.			
7. Demonstrates an awareness of proper and effective paragraphing.			
8. Demonstrate coherence and logical organization.			
9. Uses appropriate transitional words and phrases between sentences and paragraph.			
10. Includes sentences with a variety of structures.			

GRAMMAR, USAGE, and MECHANICS

11. Contains no more than three minor errors in grammar or usage.			
12. Contains NO errors in spelling, capitalization, and punctuation.			

ADDITIONAL COMMENTS:

PROBLEM and SOLUTION

CONTENT

	Weak	Avg.	Strong
1. Introduction quickly and clearly identifies the problem.			
2. Shows the significance of the problem to the reader.			
3. Gives full description of the solution or solutions.			
4. Summarizes, makes a recommendation, provides a next step, or encourages action.			
5. Uses language appropriate for the targeted audience.			

FORM

6. Contains well-developed introduction, body, conclusion.			
7. Demonstrates an awareness of proper and effective paragraphing.			
8. Demonstrate coherence and logical organization.			
9. Uses appropriate transitional words and phrases between sentences and paragraphs.			
10. Includes sentences with a variety of structures.			

GRAMMAR, USAGE, and MECHANICS

11. Contains no more than three minor errors in grammar or usage.			
12. Contains NO errors in spelling, capitalization, and punctuation.			

ADDITIONAL COMMENTS:

LIST OF BASIC COMPETENCIES IN ENGLISH COMPOSITION

1. Getting Started

A competent writer

- establishes purpose;

- uses various strategies, such as freewriting, journal writing, and making lists or clusters, to generate and explore ideas;

- reads as a means of discovering and exploring ideas;

- talks with peers, teachers, or others as a means of exploring ideas;

- chooses and limits the topic;

- envisions an audience and asks questions regarding information such as an audience would possess or need;

- identifies sources of information (for example, oneself, others, print, other media), interviews potential sources effectively to gain relevant information, reads and summarizes accurately, and keeps an accurate record of sources consulted;

- establishes a controlling idea; and

- develops a tentative plan of organization.

2. Drafting

A competent writer

- develops and elaborates ideas;

- discusses ideas with teachers and peers;

- arranges ideas in a logical order;

- refines the controlling idea;

- develops support that sufficient and relevant, including source material where appropriate;

- distinguishes major from minor points;

- develops a consistent point of view;

- makes appropriate connections among ideas;

- discusses the developing text with teachers and peers;

- writes multiple drafts when necessary;

- writes in authentic voice.

3. Revising: Ideas

A competent writer

- reads his or her text critically, noting the development of ideas;

- anticipates the need and responses of a reader;

- receives and incorporates feedback from readers (for example, peers, teachers, and parents);

- assesses and, as necessary, improves the focus and clarity of the controlling idea;

- tests supporting material for relevancy and adequacy; and

- participates effectively in peer editing groups, playing leadership and support roles.

4. Revising: Organization and Coherence

A competent writer

- reads the text critically to self or others, checking for overall organization and coherence;

- reshapes the text as necessary by adding, deleting, substituting, and rearranging;

- checks appropriateness of paragraphing; and

- improves transitions between sentences and paragraphs where these are weak.

5. Revising: Expression

A competent writer

- reads and evaluates sentences thoughtfully;
- revises sentences for clarity and emphasis, applying strategies for combining and taking apart sentences;
- uses a variety of sentence types and lengths appropriate for reader and genre;
- punctuates for clarity and ease of reading;
- eliminates unnecessary words and phrases;
- judges tone and word choice appropriate to purpose and audience; and
- chooses language that is neither sexist nor racist nor otherwise offensive to ethnic, religious, or other sensibilities.

6. Editing

A competent writer

- edits his or her own writing for conventions of standard American English (for example, subject-verb agreement, pronoun usage, punctuation, capitalization, and spelling); and
- seeks help as needed from teachers, peers, and other sources.

Course Outcome Summary
English 10

Developers: Saecker / Zellmer
District: RHS - Ripon High School

Course Title: English 10

Course Description: English 10 is a course in which the student focuses on the writing process, oral communication, and individual learning methods. In addition, the student learns the elements of fiction through film analysis and literature.

Prerequisites: English 9

Core Abilities:

- Express ideas clearly
- Create quality products
- Manipulate a variety of technologies
- Use effectively a variety of complex reasoning strategies
- Contribute toward group goals
- Communicate effectively with diverse audiences
- Communicate for a variety of purposes
- Demonstrate effective interpersonal skills
- Interpret and synthesize information

Competencies and Performance Standards

1 Use the writing process **Domain** Cognitive **Level** Application **Importance** Essential **Difficulty** Medium	**Criteria - Performance will be satisfactory when:** • final copy meets standards of the Performance Criteria Checklist • final copy contains pre-write, rough draft(s), Rightwriter hard copy showing edited remarks, and peer assessment date and signature. **Conditions - Competence will be demonstrated:** • when the student uses the writing process to create an effective paper.
2 Use a word processor **Domain** Cognitive **Level** Application **Importance** Essential **Difficulty** High	**Criteria - Performance will be satisfactory when:** • written assignment is produced on a word processor. • written assignment has no misspelled words. • written assignment has an attached copy of the Rightwriter print-out with indications of what was changed and what was ignored within the product. **Conditions - Competence will be demonstrated:** • when learner produces a paper using a word processor, spell checker, and Rightwriter.
3 Document a writing improvement plan **Domain** Cognitive **Level** Application **Importance** Essential **Difficulty** High	**Criteria - Performance will be satisfactory when:** • learner creates individual writing folder • writing folder contains documentation of errors occurring in written assignments • writing folder documents improvement of written assignments through comparison of written work **Conditions - Competence will be demonstrated:** • when the student collects evaluations in a folder in order to document improved communications skills.
4 Write a descriptive paper **Domain** Cognitive **Level** Synthesis **Importance** Important **Difficulty** Medium	**Criteria - Performance will be satisfactory when:** • learner uses the writing process to write a descriptive paper • descriptive paper contains metaphor **Conditions - Competence will be demonstrated:** • when the student writes a descriptive paper using an analogy or metaphor

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Course Outcome Summary
English 10

5 Write a definition paper **Domain** Cognitive **Level** Evaluation **Importance** Important **Difficulty** High	**Criteria - Performance will be satisfactory when:** • learner uses the writing process to write a definition paper • definition paper shows a concrete example of an abstract term **Conditions - Competence will be demonstrated:** • when student writes a definition paper which illustrates an abstract term with a concrete example
6 Write an expository paper **Domain** Cognitive **Level** Synthesis **Importance** Important **Difficulty** Medium	**Criteria - Performance will be satisfactory when:** • learner chooses proper format • expository paper meets the criteria within the Expository Paper Criteria Performance Checklist **Conditions - Competence will be demonstrated:** • when given a writing prompt, the learner writes an expository paper after choosing the appropriate format
7 Write an advertisement **Domain** Cognitive **Level** Evaluation **Importance** Important **Difficulty** Medium	**Criteria - Performance will be satisfactory when:** • learner identifies target of advertisement • advertisement satisfies criteria of Advertisement Criteria Performance Checklist **Conditions - Competence will be demonstrated:** • when given a target group and a product the learner writes an advertisement
8 Analyze learning style **Domain** Cognitive **Level** Application **Importance** Essential **Difficulty** Low	**Criteria - Performance will be satisfactory when:** • learner identifies individual learning style • group report identifies implications of learning styles to small group success **Conditions - Competence will be demonstrated:** • when the student works in a cooperative group setting to develop an evaluation of the group's communication and learning styles.
9 Analyze communication style **Domain** Cognitive **Level** Application **Importance** Essential **Difficulty** Low	**Criteria - Performance will be satisfactory when:** • learner analyzes communication style • group report identifies implications of learning styles to small group success **Conditions - Competence will be demonstrated:** • when the student works in a cooperative group setting to develop an evaluation of the group's communication and learning styles.
10 Identify role within a group **Domain** Cognitive **Level** Application **Importance** Important **Difficulty** Medium	**Criteria - Performance will be satisfactory when:** • learner identifies role within the small group publishing company • written report tells group roles and purpose of publishing company **Conditions - Competence will be demonstrated:** • when the student participates as a member of a team (Publishing Company) contributing to group effort in a cooperative learning group.
11 Present oral presentation using audio/visual aid **Domain** Cognitive **Level** Application **Importance** Important **Difficulty** High	**Criteria - Performance will be satisfactory when:** • oral presentation meets standards of Performance Criteria Checklist • learner teaches a process through an oral presentation • learner uses an audio/visual aid during presentation **Conditions - Competence will be demonstrated:** • when the student teaches a process to others while using an audio/visual aid.

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Course Outcome Summary
English 10

12 Integrate information in a written assignment **Domain** Cognitive **Level** Application **Importance** Important **Difficulty** High	**Criteria - Performance will be satisfactory when:** • learner uses the writing process to complete a paper in a class other then English **Conditions - Competence will be demonstrated:** • when the learner documents using the writing process for a paper in a class other than English
13 Identify tasks, issues, and deadlines for project **Domain** Cognitive **Level** Analysis **Importance** Important **Difficulty** High	**Criteria - Performance will be satisfactory when:** • learner learner action identifies tasks, issues, and deadlines for a project • learner successfully implements action plan **Conditions - Competence will be demonstrated:** • when given an assignment, the learner creates and implements an action plan which addresses tasks, issues, and deadlines for successful completion of a project
14 Analyze elements of fiction **Domain** Cognitive **Level** Evaluation **Importance** Important **Difficulty** High	**Criteria - Performance will be satisfactory when:** • learner identifies the elements of fiction • learner interprets and analyzes elements of fiction **Conditions - Competence will be demonstrated:** • when given a work of fiction, the learner identifies and interprets the elements of fiction within the work
15 Analyze elements of film **Domain** Cognitive **Level** Evaluation **Importance** Important **Difficulty** High	**Criteria - Performance will be satisfactory when:** • learner evaluates the elements of characterization, symbolism, plot, theme, and cinematography • film analysis meets the standards of the Film Critique Performance Criteria Checklist **Conditions - Competence will be demonstrated:** • when given a writing prompt and a feature film, the learner will write an analysis of the film evaluating characterization, plot, symbolism, theme, and cinematography.
16 Perform a radio show **Domain** Cognitive **Level** Evaluation **Importance** Important **Difficulty** High	**Criteria - Performance will be satisfactory when:** • learner participates in a small group which performs a radio show • radio show meets the criteria of the Radio Show Criteria Performance Checklist • radio show log meets criteria of Radio Show Criteria Performance Checklist **Conditions - Competence will be demonstrated:** • when given a simulated radio sound booth, the learner works within a small group to write and perform a radio show

English 10

Descriptive Paper

Learning Plan Overview: Students need to be familiar with the writing process, the computer lab, the word processing software, and the standards to which their work will be held. This introductory unit presents these concepts.

Competencies, Performance Standards, and Learning Objectives		
1 Use the writing process		
Performance Criteria: **Criteria - Performance will be satisfactory when:** • final copy meets standards of the Performance Criteria Checklist • final copy contains pre-write, rough draft(s), Rightwriter hard copy showing edited remarks, and peer assessment date and signature.	**Performance Conditions:** **Conditions - Competence will be demonstrated:** • when the student uses the writing process to create an effective paper.	**Learning objectives:** a Write a pre-write b Write a rough draft c Edit the paper d Publish the final copy
2 Use a word processor		
Performance Criteria: **Criteria - Performance will be satisfactory when:** • written assignment is produced on a word processor. • written assignment has no misspelled words. • written assignment has an attached copy of the Rightwriter print-out with indications of what was changed and what was ignored within the product.	**Performance Conditions:** **Conditions - Competence will be demonstrated:** • when learner produces a paper using a word processor, spell checker, and Rightwriter.	**Learning objectives:** a Produce a paper using using a word processor and printer. b Edit a paper for misspellings and grammatical errors using computer assisted aides.
3 Document a writing improvement plan		
Performance Criteria: **Criteria - Performance will be satisfactory when:** • learner creates individual writing folder • writing folder contains documentation of errors occurring in written assignments • writing folder documents improvement of written assignments through comparison of written work	**Performance Conditions:** **Conditions - Competence will be demonstrated:** • when the student collects evaluations in a folder in order to document improved communications skills.	**Learning objectives:** a Define quality as it pertains to writing. b Assume responsibility for creating quality products. c Collect writing assignments in a folder. d Document writing errors using a proofreading sheet. e Develop a plan to reduce errors in documents. f Demonstrate reduction of errors by comparison of writing assignments.
4 Write a descriptive paper		
Performance Criteria: **Criteria - Performance will be satisfactory when:** • learner uses the writing process to write a descriptive paper • descriptive paper contains metaphor	**Performance Conditions:** **Conditions - Competence will be demonstrated:** • when the student writes a descriptive paper using an analogy or metaphor	**Learning objectives:** a Describe Western cultural symbols b Analyze metaphorical techniques c Create an analogy d Incorporate metaphorical techniques into a descriptive paper

English 10

Learning Activities:

1 STUDY handout on the core abilities for English 10

2 REVIEW the grading system with the instructor

3 DISCUSS in a large group what quality is. What are the standards? Why do it? What to do if I'm not clear about what is required.

4 PARTICIPATE in a "Publishing Company."

5 STUDY handout, 1.A.I, describing Western cultural symbols and their meanings.

6 STUDY handout, 1.A.II, "How Metaphors Work."

7 ANSWER questions from the worksheets about metaphorical techniques.

8 CREATE an analogy using metaphorical techniques.

9 INCORPORATE the analogy into the descriptive paper.

10 LISTEN to a descriptive essay written by the teacher, and/or Annie Dillard, and/or Bailey White.

11 SELECT a topic, audience, purpose, point-of-view, and a form for each paper in the group.

12 READ text pp. 63 - 73.

13 DISCUSS in a large group the various types of pre-writes (clusters, webs, outlines, freewriting, brainstorming).

14 DECIDE on a pre-write method

15 CREATE a written pre-write

16 COMPLETE a work sheet/assignment sheet, 1.B.I, "Professional Write and RightWriter Tutorial", as a review of word processing skills

17 COMPLETE a work sheet/assignment sheet, 1.B.II, RightWriter Introduction.

18 STUDY handout 1.A.III, which describes the processes used to complete a successful paper.

19 STUDY handout, 1.A.IV, the rubric for the descriptive paper.

20 WRITE a rough draft using a word processor.

21 EDIT essay using computer aids

22 EDIT essay using RightWriter Software

23 PEER-ASSESS

24 REWRITE essay following suggestions from RightWriter and peers

25 DISCUSS in your publishing company and select the best paper to publish. Revise the paper and create a cover with graphics, the logo, and the company slogan.

26 READ all of the papers and on a separate sheet of paper write down reactions to each paper.

27 READ reactions to published paper from other students

28 SUBMIT a paper from each member of the group to the teacher

29 REVISE papers that are not passing or are below the quality the group expects.

Performance Assessment:

1 SUBMIT final draft package. Final draft package must contain: pre-write, rough draft(s), Rightwriter hard copy showing items edited, peer assessment date and signature, and final draft,

2 FINAL COPY must meet criteria of Descriptive Paper Performance Criteria Checklist

English 10

Cause/Effect Paper--Assessment #3

TARGET COMPETENCIES
Write an expository paper.
TARGET CORE ABILITIES
Think critically and creatively
Communicate clearly

Performance Assessment Description:
Write a two to three page expository paper using a cause and effect format. You may address a topic of your choice. The paper must meet each of the criterion on the Cause/Effect Checklist at a rating of 2 or 3. If your paper does not meet minimum requirements, you may submit revisions.

Cause/Effect Checklist

Criteria	Rating
Introduction quickly and clearly identifies the cause-and-effect relationship being compared	Yes No
Paper communicates information effectively by providing a clear main idea or theme with sufficient support and detail	Yes No
Paper presents three or more causes if explaining an effect, or three or more effects if explaining a cause	Yes No
Paper shows relations between causes and effects	Yes No
Paper states a conclusion based on the cause and effect	Yes No
Paper uses language appropriate for the targeted audience	Yes No
Paper contains well-developed introduction, body, conclusion	Yes No
Paper demonstrates an awareness of proper and effective paragraphing	Yes No
Paper demonstrates coherence and logical organization	Yes No
Paper uses appropriate transitional words and phrases between sentences and paragraph	Yes No
Paper includes sentences with a variety of structures	Yes No
Paper contains no more than three minor errors in grammar or usage	Yes No
Paper contains NO errors in spelling, capitalization, and punctuation	Yes No
Name: Section: Date:	

SCALE [sample]	
Yes	Paper meets or exceeds this criterion
NO	Paper does not fully meet this criterion

WIDS Verbs for Bloom's Taxonomy

Knowledge	Comprehension		Application		Analysis		Synthesis		Evaluation
Cite	Add	**Express**	Acquire	Graph	Analyze	**Identify**	Abstract	Import	Appraise
Count	Approximate	Extend	Adapt	**Handle**	Audit	**Illustrate**	Animate	Improve	Assess
Define	Articulate	Extrapolate	Allocate	**Illustrate**	Blueprint	**Infer**	Arrange	Incorporate	**Compare**
Describe	Associate	**Factor**	Alphabetize	Interconvert	Breadboard	**Interrupt**	Assemble	Integrate	Conclude
Draw	**Characterize**	**Generalize**	Apply	**Investigate**	Break down	Inventory	Budget	Interface	**Contrast**
Enumerate	Clarify	Give	Ascertain	Manipulate	**Characterize**	**Investigate**	Categorize	Join	Counsel
Identify	**Classify**	**Infer**	Assign	**Modify**	**Classify**	Lay out	Code	Lecture	Criticize
Index	**Compare**	Interact	Attain	Operate	**Compare**	Manage	Combine	Model	Critique
Indicate	**Compute**	Interpolate	Avoid	Personalize	Confirm	Maximize	Compile	**Modify**	**Defend**
Label	**Contrast**	**Interpret**	Back up	Plot	Contrast	Minimize	Compose	Network	**Determine**
List	Convert	Observe	Calculate	Practice	Correlate	Optimize	**Construct**	Organize	**Discriminate**
Match	**Defend**	Paraphrase	Capture	**Predict**	Detect	Order	Cope	**Outline**	**Estimate**
Meet	**Describe**	Picture graphically	Change	**Prepare**	Diagnose	**Outline**	Correspond	Overhaul	Evaluate
Name	Detail	**Predict**	**Classify**	Price	Diagram	Point out	Create	Plan	**Explain**
Outline	**Differentiate**	**Review**	Complete	Process	**Differentiate**	Prioritize	Cultivate	Portray	Grade
Point	Discuss	**Rewrite**	**Compute**	**Produce**	**Discriminate**	Proofread	Debug	**Prepare**	Hire
Quote	**Distinguish**	Subtract	**Construct**	Project	Dissect	Query	Depict	**Prescribe**	**Interpret**
Read	Elaborate	**Summarize**	Customize	Protect	**Distinguish**	**Relate**	Design	**Produce**	Judge
Recall	**Estimate**	**Translate**	Demonstrate	Provide	Document	**Select**	Develop	Program	Justify
Recite	Example	Visualize	Depreciate	**Relate**	Ensure	Separate	Devise	Rearrange	Measure
Recognize	**Explain**		Derive	Round off	**Examine**	Size up	Dictate	Reconstruct	**Predict**
Record			**Determine**	Sequence	**Explain**	Subdivide	Enhance	Refer	**Prescribe**
Repeat			Diminish	Show	**Explore**	**Summarize**	**Explain**	**Relate**	Rank
Reproduce			Discover	Simulate	Figure out	Train	Facilitate	Reorganize	Rate
Review			**Draw**	Sketch	File	Transform	Format	Revise	Recommend
Select			Employ	Solve	Group		Formulate	**Rewrite**	Release
State			**Examine**	Subscribe			**Generalize**	Specify	**Select**
Study			Exercise	**Tabulate**			Generate	**Summarize**	**Summarize**
Tabulate			**Explore**	Transcribe			**Handle**	**Write**	Support
Trace			Expose	**Translate**					Test
Write			**Express**	Use					Validate
			Factor	Utilize					Verify
			Figure						

Competency Checklist

Competency		Yes	No
1.	Tells learners what major skills, knowledge, and attitudes they will learn		
2.	Begins with an action verb that matches means of performance assessment		
3.	Is measurable and observable		
4.	Requires application of skill, knowledge, or attitude		

Learning Objectives Checklist

Learning Objectives		Yes	No
1.	Reflect what learners must do in an educational setting to achieve a specific related competency		
2.	Tell learners what supporting skills, knowledge, and attitudes they will learn		
3.	Begin with an action verb		
4.	Are measurable and observable		
5.	Number two to ten per competency		

Performance Standards Checklist

Performance Standards		Yes	No
1.	Developed for each competency		
2.	Include measurable and/or observable criteria specific to a given performance		
3.	Describe one or more of the following: characteristics of a satisfactory performance: accuracy/tolerance; speed; percent/number errors permitted; reference to published standards; degree of excellence		
4.	Describe conditions under which performance will be measured		
5.	Describe one or more of the following: format; resources given; resources denied; environment; information given; deadlines		

WIDS

Instructional Design and Planning

Performance-Based Professional Development Telecourse

UNIT 1 - DESIGNING COURSES

#	LESSON TITLE	COMPETENCY
1	**Introduction to Instructional Design and Planning**	Illustrate the role of performance-based instruction in the teaching and learning process
2	**Writing Course Competencies**	Write competencies
3	**Analyzing Course Competencies**	Analyze properties of competencies
4	**Learning Objectives**	Define learning objectives
5	**Performance Standards**	Develop performance standards for each competency
6	**Core Abilities**	Designate core abilities
7	**Course Outcome Summaries**	Sequence competencies and learning objectives
		Develop a course description and course goal
		Compile a Course Outcome Summary

UNIT 2 - CREATING ASSESSMENT AND LEARNING STRATEGIES

#	LESSON TITLE	COMPETENCY
8	**Selecting Performance Assessment Strategies**	Specify criterion referenced assessment strategies for a specific competency or a group of related competencies
9	**Performance Statements Rubrics, and Checklists**	Create performance-based rubrics and checklists
10	**Linking Teaching with Learning**	Design a series of learning activities that will help learners master a specific competency or a group of related competencies
11	**Designing Learning Activities**	
12	**Instructional Materials**	Select or develop appropriate instructional materials that support specific learning activities
13	**Learning Plans, Lesson Plans, and Syllabus**	Layout a learning plan that addresses one to three related competencies
		Prepare a lesson plan that describes techniques or methods for implementing a specific learning plan
		Create a class syllabus

Available Fall, 1995

Put *Instructional Design and Planning* to work for you today! To order call 414 929-2485.

Introductory Offer (prior to July 1, 1995)
Unit I (7 Video Lessons and 5 Unit I Study Guides): $875
Unit II (6 Video Lessons and 5 Unit II Study Guides): $875
Units I and II (13 Video Lessons and 5 Unit I and Unit II Study Guides): $1700

WIDS
% Moraine Park Technical College
235 North National Avenue, P.O. Box 1940
Fond du Lac, WI 54936-1940
414 929-2485 FAX 414 929-2471

Wisconsin Instructional Design System

WIDS

Instructional Design Software

C ommunicate

O rganize

D ocument

E valuate

Attributes

- ☐ Windows Environment
- ☐ Performance-Based
- ☐ Educationally Sound
- ☐ Easy-to-Use
- ☐ Flexible
- ☐ Curriculum Coach
- ☐ Curriculum Database

Features
WIDS Helps You

- ☐ Integrate and Align Curriculum
- ☐ Establish Performance Standards
- ☐ Design Assessment
- ☐ Designate Broad Core Abilities
- ☐ Communicate Instructional Targets
- ☐ Plan Teaching/Learning Strategies
- ☐ Customize Curriculum Materials

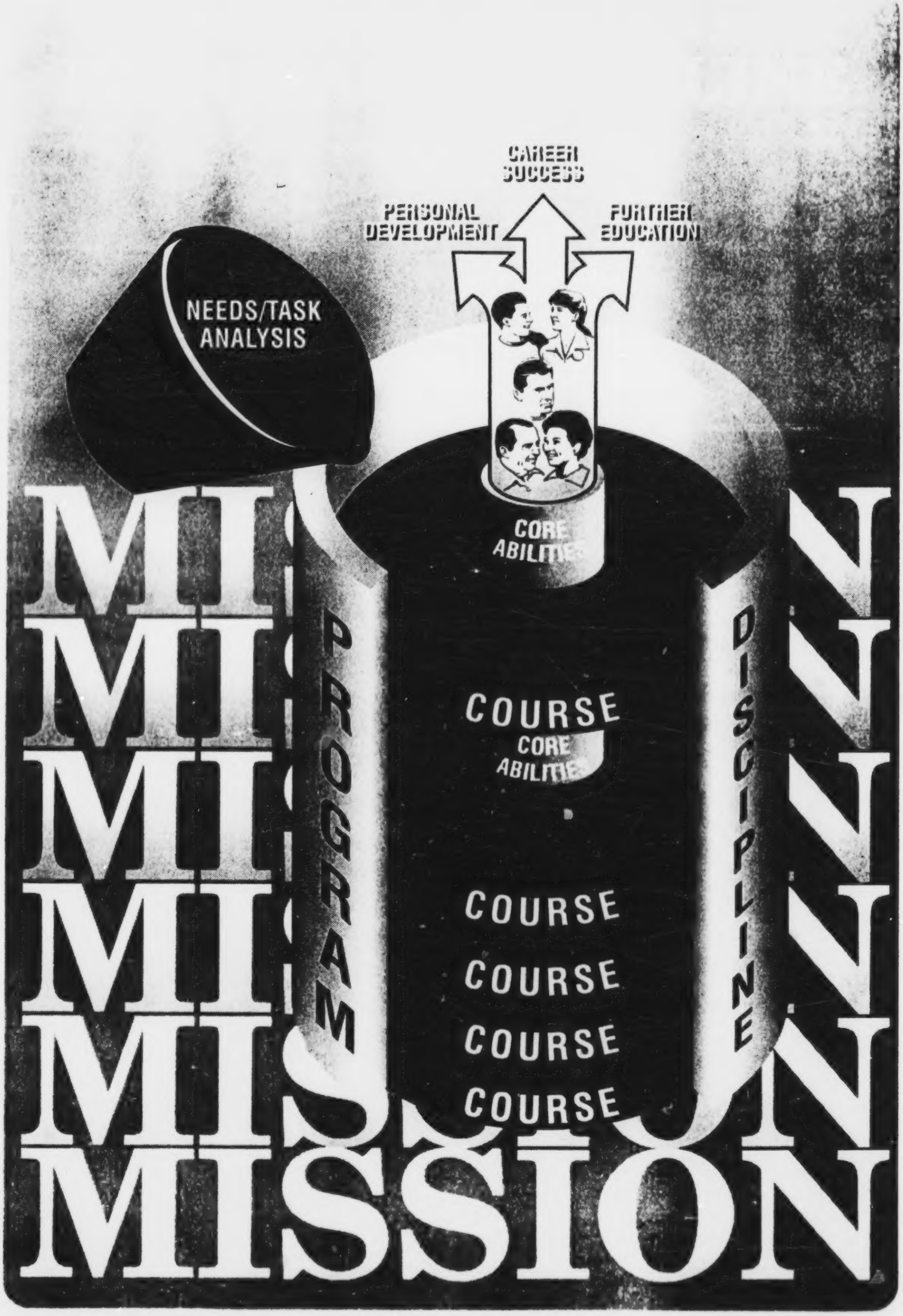
WIDS Software design is based on "bright ideas" from frontline teachers, instructional designers, and training professionals.

To share your ideas and to receive information about project development, contact:

Judy Neill, Project Director
Moraine Park Technical College
235 N. National Avenue, P.O. 1940
Fond du Lac, WI 54936-1940
414 929-2485 FAX 414 929-2471

Instructional Design Comparison Chart

COMPONENT	TRADITIONAL INSTRUCTION	PERFORMANCE-BASED INSTRUCTION
WHO	• Teacher (Design often centers on what the teacher will do--i.e., input)	• Learners (Design centers on what and how learners will learn--i.e., outcome)
WHAT ***(WHAT will learners learn?)***	• Based on textbooks, course outlines, faculty interest/ expertise • Results from teacher • Emphasizes facts, information • Rarely shares intended outcomes with learners up front • Centers around chapters, units • Focuses on covering the material	• Based on task analysis and needs assessment • Emphasizes application of knowledge, skills, and attitudes • States measurable, observable, instructional targets • Shares intended outcomes with learners up front • Focuses on what learners can do upon successful completion of learning experience
WHEN ***(How will you know WHEN learners have learned?)***	• Relies heavily on paper/pencil testing • Focuses evaluation on retention of information and facts • Often includes ambiguity about what will be evaluated • Features norm-based grading (grading on a "curve" or relative to peer achievement) • Allows for averaging of grades so that unsatisfactory performance in one area can be offset by a high rating in another • Often based on "seat time" (learners progress when they have logged "enough" time)	• Relies on performance (demonstration) of the application of skills, knowledge, and attitudes • Focuses sharply on stated core abilities, competencies, and learning objectives • Measures achievement according to performance standards (pre-stated criteria and conditions)-criterion referenced • Demands the satisfactory performance of each competency and core ability • Allows learners to progress only when competencies are mastered • Holds learners and teachers accountable for achievement of intended outcomes
HOW ***(HOW will learners develop skills, knowledge and attitudes)***	• Relies primarily on teacher to deliver instruction • Places learners in a passive role • Often offers little variety in learning style • Provides few benchmarks and little periodic feedback • Lacks clear connections between learning activities and intended outcomes	• Features learner-centered activities • Places learners in an active role • Offers varied learning activities for varied learning styles • Provides benchmarks and periodic feedback with opportunities for learners to improve performance • Clearly ties learning activities to intended outcomes


CAREER SUCCESS
PERSONAL DEVELOPMENT
FURTHER EDUCATION
NEEDS/TASK ANALYSIS
CORE ABILITIES
PROGRAM
DISCIPLINE
COURSE
CORE ABILITIES
COURSE
COURSE
COURSE
COURSE
MISSION

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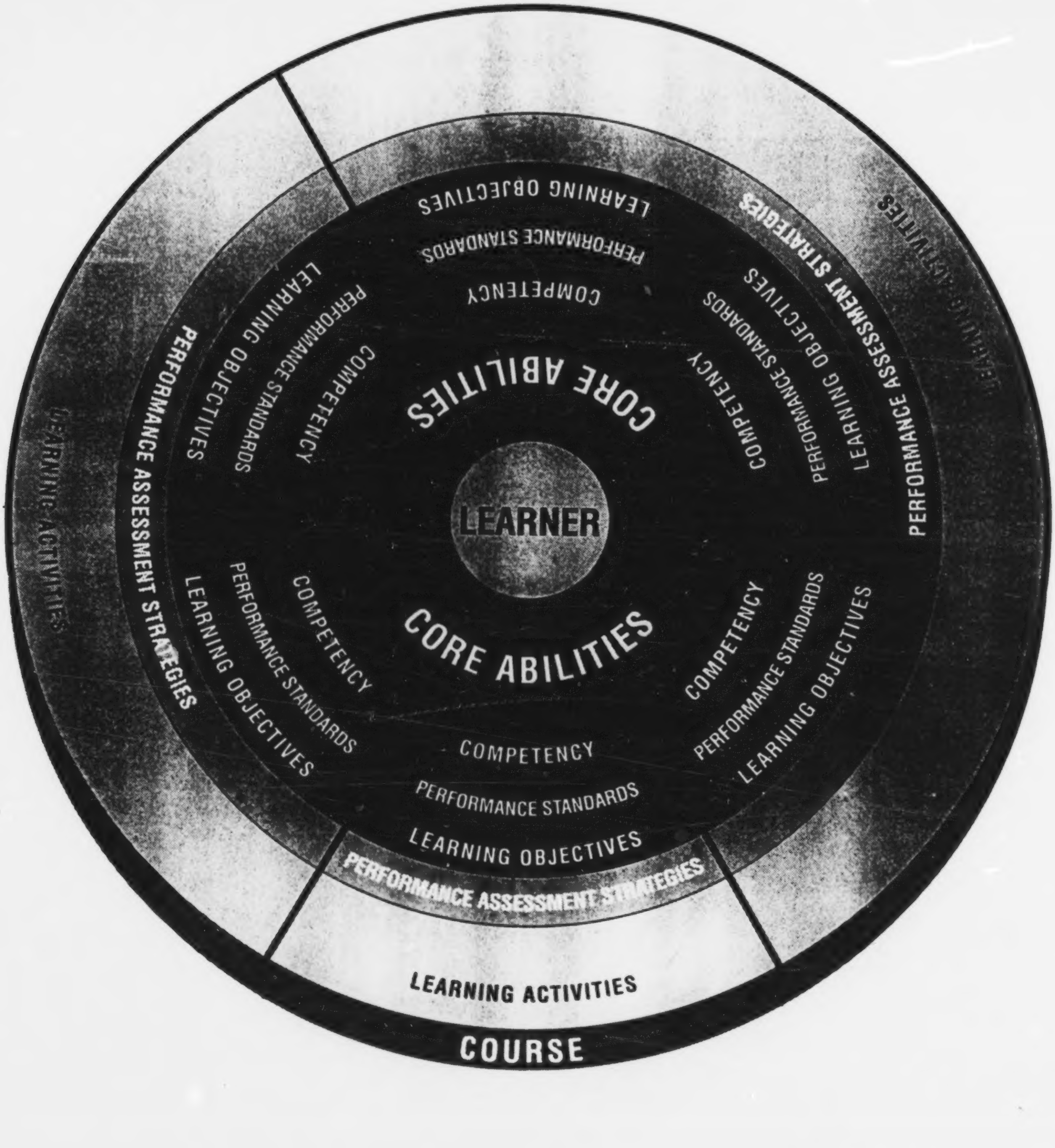
WISCONSIN INSTRUCTIONAL DESIGN MODEL
COURSE


LEARNER
CORE ABILITIES
CORE ABILITIES
COMPETENCY
PERFORMANCE STANDARDS
LEARNING OBJECTIVES
COMPETENCY
PERFORMANCE STANDARDS
LEARNING OBJECTIVES
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LEARNING OBJECTIVES
PERFORMANCE ASSESSMENT STRATEGIES
PERFORMANCE ASSESSMENT STRATEGIES
PERFORMANCE ASSESSMENT STRATEGIES
LEARNING ACTIVITIES
LEARNING ACTIVITIES
LEARNING ACTIVITIES
COURSE

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WIDS

Hardware Requirements

	CPU and SPEED	MEMORY	HARD DISK SPACE	MONITOR	WINDOWS 3.1	MOUSE	PRINTER
BEST	Pentium or 486DX	8 MB (or Higher) of RAM	more than 5 MB free	SVGA	WINDOWS 3.1	YES	WINDOW PRINTER DRIVERS INSTALLED
GOOD	486SX	4 MB (or higher) of RAM	more than 5 MB free	SVGA or VGA	WINDOWS 3.1	YES	WINDOW PRINTER DRIVERS INSTALLED
OK	386DX or 386SX	4 MB (or higher) of RAM	5 MB free	VGA	WINDOWS 3.1	YES	WINDOW PRINTER DRIVERS INSTALLED
UNABLE	286 or less	Less than 4 MB of RAM	Less than 5 MB free	VGA or higher recommended	WINDOWS 3.0 or less	MOUSE not needed but preferable	WINDOW PRINTER DRIVERS NOT INSTALLED

NETWORKS

WIDS can be configured to run on a network. Each network is different, please call **Jim Jandovitz at 414-476-8272.**

Wisconsin Curriculum Framework

(A Matrix Showing the Relationship of Components)

The Wisconsin Instructional Design System Model (WTCS)	The Wisconsin Tech Prep Model (DPI)
Mission	Learner Goals
Core Abilities	Learner Outcomes Communication and Thinking Processes
Duties/Tasks	*(No DPI parallel)*
Competencies	Applied Knowledge and Processes
Learning Objectives	Academic Knowledge/Skills
Performance Standards	*(No DPI parallel)*
Performance Assessment Strategies	Tasks
Learning Activities	Tasks

Draft: (6/22/94)
For information contact: Judy Neill at 414 929-2485

WIDS

WISCONSIN INSTRUCTIONAL DESIGN SYSTEM

GLOSSARY

TERM	DEFINITION	SYNONYMS
ASSESSMENT, CRITERION-REFERENCED	Procedure that measures learner performance according to predetermined competencies and performance standards. Does not base evaluation of learner performance on normative information.	
ASSESSMENT, CONTINUING IMPROVEMENT	A process used to provide feedback to both the learner and teacher about learner's progress toward achieving the instructional outcomes. It should be used as a tool to adjust both teaching and learning strategies in order to maximize learner achievement.	formative evaluation
ASSESSMENT, NORM-REFERENCED	Procedure that measures learner performance or knowledge relative to peer achievement.	
ASSESSMENT, ACCOUNTABILITY	A process used at the end of instruction to determine the extent to which the learner has achieved the competency(ies) for which the instruction was designed. Accountability assessment is used to document to results of instruction. It is also used to credential learner achievement.	Summative evaluation
AFFECTIVE DOMAIN	Learning category that develops attitude, value, or sensitivity skills.	
CAREER	A profession for which one trains and which is undertaken as a permanent long-range endeavor.	profession, vocation, calling
COGNITIVE DOMAIN	Learning category that develops knowledge or intellectual skills.	knowledge domain thinking domain mental domain

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TERM	DEFINITION	SYNONYMS
COMPETENCY *(Tells learners WHAT primary skills they will learn.)*	A major skill or ability needed to perform a task effectively and efficiently. Instructional outcomes that are stated in observable, measurable terms telling learners what they will be able to do as the result of a given learning experience.	objective, outcome, terminal objective, content goal, major outcome
CONCEPT/UNIT	A logical segment of instruction formed by either a major competency or a group/cluster of related competencies.	topic, module, block
CONDITIONS	Describes the situation in which performance will be assessed. Answers questions about what equipment or supplies will be provided, what resources or references will be denied, the setting or format for assessment.	givens
CORE ABILITIES *(Tells learners WHAT they will learn in broadest terms.)*	Broadest outcomes, skills, or purposes that are addressed throughout instruction rather than in one specific unit or lesson. They address abilities, talents, and skills (such as critical thinking, communication, math, or occupational success skills) that are transferable and go beyond the context of a specific learning experience or course. Core abilities are defined by performance indicators, and measurement is infused into performance assessments.	global objectives, global competencies, course purpose, course outcomes, transferable skills, learner outcomes, broad goals, general goals, basic skills, (DPI = enablers, SCANS outcomes, integrated skills)
COURSE	A titled, formal learning experience. In performance-based instruction it is defined by prescribed outcomes, and includes feedback and/or assessment of performance.	workshop, seminar
COURSE DESCRIPTION	Explanation that summarizes the intended outcomes, scope, and purpose in general terms for a course or other learning experience.	
COURSE GOAL *(Summarizes WHAT learners will learn as a final performance outcome.)*	Written as a performance statement, the course goal should give a concise picture of the over-all purpose of the course or learning experience. It may be prefaced with the statement "This course prepares learners to..."	course purpose, terminal course objective, terminal performance objective

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TERM	DEFINITION	SYNONYMS
COURSE OUTCOME SUMMARY	Official, non-proprietary information about a course or other learning experience that documents course approval number, title, credits, potential hours of instruction, configuration, course description, prerequisites, text/resources, course goals, competencies, and performance standards. A course outcome summary may be used as official district documentation for purposes of articulation, advanced standing decisions, employer information, learner portfolios or credentials, and collaborating with other districts.	course outline, curriculum competency database, course documentation, course information
CRITERIA	Established specifications by which performance of a target competency is evaluated. Performance criteria provide the basis for judging if performance is acceptable. Criteria may be developed to assess a process, a product, or both a process and a product. Criteria may specify accuracy, speed, frequency, percentage or number to be achieved, degree of excellence, qualities/elements of performance or reference to published standards.	standards, specifications
CURRICULUM	Delineates the WHO, WHAT, WHEN, and HOW of a learning experience.	
DACUM	An acronym for Developing A CurriculUM. It is an approach to occupational analysis that involves bringing a committee of occupational experts together under the leadership of a trained facilitator. Modified brainstorming techniques are used to specify in detail the duties and tasks that a successful worker must perform in their occupation.	occupational analysis
DIMENSIONS OF LEARNING	Teaching and learning framework structured on the premise that learning involves five types of thinking: 1) positive attitudes and perceptions about learning, 2) thinking involved in acquiring and integrating knowledge, 3) thinking involved extending and refining knowledge, 4) thinking involved in using knowledge meaningfully, and 5) productive habits of mind	

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TERM	DEFINITION	SYNONYMS
DISCIPLINE	A field of study which prepares learners for career success, further education, and/or personal development.	
DOMAINS	Major categories of learning classified according to the three types of skills: affective, cognitive, or psychomotor.	
DUTY	An arbitrary grouping of related tasks. A duty can be broken into tasks.	
JOB	A specific position requiring the performance of specific tasks--essentially the similar tasks are performed by all workers having the same title.	occupation
LEARNER	An individual who seeks to acquire knowledge or skills; one who engages in a learning experience.	student, pupil, trainee
LEARNING ACTIVITY *(Tells learners HOW they may learn the competencies.)*	A statement describing for learners an appropriate activity designed to help them master specific learning objectives and competencies. Learning activities for a particular competency should offer a variety of learning methods appropriate to learners with varied learning styles.	student assignments, student activities, instructional strategies, learning strategies
LEARNING OBJECTIVE *(Tells learners WHAT supporting skills, knowledge, attitudes they will learn.)*	Supporting skill, knowledge, or attitude that leads to mastery of a competency. Learning Objectives should reflect the performance standards and can serve as bench marks.	enabling objective, instructional objective, facilitating objective, minor outcome, bench marks, sub-competency

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TERM	DEFINITION	SYNONYMS
LEARNING PLAN *(Tells learners WHAT they will learn, HOW they may learn, and how they will demonstrate WHEN they have learned.)*	A written plan linking targeted core abilities, competencies, and learning objectives with learning activities and performance assessment. A learning plan addresses one or more competencies and their related core abilities. There may be multiple learning plans within a given course or learning experiences.	module, lesson
LEARNING STYLES	The ways in which individuals perceive and process experience and information. Kolb's model identifies four major learning styles: concrete/reflective (valuing skill), abstract/reflective (thinking skill), abstract/active (decision-making skill), and concrete/active (acting skill)	
LESSON PLAN	A written instructional delivery plan that links teaching methodologies/strategies to the learning plan. A guide, usually prepared by the teacher who will use it, that suggests what the instructor will do to facilitate learning.	instructor notes, teaching plan
LEVEL OF LEARNING	Degree of learning complexity. The skills in each learning domain(cognitive, psychomotor, and affective) can be categorized according to their degree of complexity from the simplest to the most complex. [For example, in the cognitive domain the simplest level of learning is knowledge. It requires recall. The most complex level in the cognitive domain is evaluation. It requires judgement about the value/quality of material based on defined criteria.]	
MISSION	A written statement of purpose that establishes an organizational purpose, ensures coordinated actions and efforts, establishes essential direction, and ensures vertical alignment and harmony. The mission statement should provide boundaries; stimulate creativity; inspire an individual to make a personal commitment to its success; provide a consistency of purpose versus a state of ambiguity; and be memorable.	

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TERM	DEFINITION	SYNONYMS
MULTIPLE INTELLIGENCES	Range of abilities that individuals possess for solving problems and fashioning products. Can be grouped into seven categories: verbal/linguistic intelligence, logical/mathematical intelligence, visual/spacial intelligence, body/kinesthetic intelligence, musical/rhythmic intelligence, interpersonal intelligence, and intrapersonal intelligence.	talents aptitudes abilities
OCCUPATION	A specific position requiring the performance of specific tasks--essentially similar tasks are performed by all workers having the same title.	job
OCCUPATIONAL ANALYSIS	A process used to identify the duties and tasks that are performed by workers in a given occupation.	job analysis, general work analysis, DACUM
OUTCOMES	Results of instruction. In PBI intended outcomes are core abilities, competencies, and learning objectives.	instructional targets, goals, objectives, competencies
PERFORMANCE ASSESSMENT	The process of determining that learners can perform instructional outcomes or targets. Performance assessment requires learners to generate rather than choose a response. Performance assessment should be criterion referenced which means that performance is measured according to pre-established standards. Performance assessment may focus on demonstration of a process and/or production of a product.	evaluation testing assessment examination
PERFORMANCE ASSESSMENT STATEMENT *(Tells learners how they will demonstrate WHEN they have learned the competencies.)*	Specifies for learners the performance assessment task they must complete in order to demonstrate achievement of one or more competencies.	assignment

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TERM	DEFINITION	SYNONYMS
PERFORMANCE ASSESSMENT TASK	Assignment learners must do to demonstrate achievement of one or more competencies. It includes a checklist or rubric, and a scale. Performance assessment should be criterion referenced which means that performance is measured according to pre-established standards. It may call for demonstration of a process or production or a product.	evaluation, activity, test, exam, check-out, feedback activity
PERFORMANCE ASSESSMENT TOOL	An instrument for assessing or measuring the performance of a competency or learning objective. Performance checklists, exams or exam items, projects, papers, or other assignments may be included. Performance assessment tools, which specify a product or process, should focus on assessing both what learners can do and how they can apply what they know. They may be used for accountability or continual improvement assessment--graded or ungraded.	test, exam, assessment, assignment, feedback instrument checklist rubric
PERFORMANCE-BASED INSTRUCTION	An organizational structure for learning/teaching which requires description in advance of the knowledge, skills, and attitudes that a learner must demonstrate upon successful completion of a learning experience. Performance-based instruction aligns performance assessment and instruction with intended outcomes.	performance-based education (PBE), competency-based education/instruction (CBE or CBI), outcome-based education (OBE)
PERFORMANCE CHECKLIST	Guide for evaluating the product or process of a learner's PERFORMANCE. It includes a scale and a list of PERFORMANCE criteria that must be met for satisfactory PERFORMANCE. A checklist promotes learning by offering published PERFORMANCE criteria to learners.	grading sheet, observation checklist scoring guide evaluation guide
PERFORMANCE INDICATOR	Measurable and observable standards which provide evidence that a learner is making progress toward attaining a target core ability.	

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TERM	DEFINITION	SYNONYMS
PERFORMANCE OBJECTIVE	Includes the competency plus the performance standards. In some models a performance objective is written in a sentence beginning with "Given... the learner will..." The Wisconsin model does not combine competencies, criteria, and conditions into one sentence, but it does fulfill the intent and purpose of performance objectives.	terminal objective, behavioral objective
PERFORMANCE STANDARD *(Tells learners HOW they will demonstrate WHEN they have achieved the competency.)*	Observable and measurable criteria and conditions of performance assessment.	terminal objective, performance objective, conditions and criteria for performance
PROGRAM	A series of two or more courses which lead learners to achieve pre-specified competencies on a systematic basis.	occupational program, major
PSYCHOMOTOR DOMAIN	Learning category that develops manipulative or motor skills.	
RUBRIC	Guide for evaluating the product or process of a learner's PERFORMANCE. It includes a scale and a list of characteristics describing performance standards for each of the points on the scale. A rubric promotes learning by offering published performance criteria to learners.	grading matrix, rating scale scoring guide
SCORING GUIDE	Guide for evaluating the product or process of learner's performance.	checklist rubric grading matrix evaluation guide
SKILL	Learned ability to apply one's knowledge to perform a task (do something) competently.	ability, proficiency, performance, capability

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TERM	DEFINITION	SYNONYMS
SKILL STANDARDS	Performance specifications that identify the knowledge, skills, and abilities an individual needs to succeed in the workplace. They define a common language of quality and expectations for employers, job seekers educators, and human resource managers within an occupational cluster. The *National Skills Standards Act of 1994* stipulates that skills standards will be developed to provide lines of communication between business and schools, business and workers, and workers and schools.	outcomes, occupational standards
STEP	One of a series of procedures or activities that a worker does to complete a task.	
SYLLABUS	A written contract between teachers and learners that establishes competencies, class expectations, evaluation process, grading plan, required text(s) and supplies, and documents other general class information.	course outline, course information, study guide, class information
TASK	A work activity performed by one individual which has an identifiable beginning and ending, is observable or measurable, and leads to a product, service, or decision.	
TASK ANALYSIS	The process of analyzing each task to determine the steps, related knowledge, attitudes, performance standards, tools and materials needed, and safety concerns required of workers performing it.	instructional analysis
TASK LIST	A listing of duties and tasks performed by workers in a given occupation, usually verified (validated) by workers and/or immediate supervisors.	
UNIT/CONCEPT	A logical segment of instruction formed by either a major competency or a group/cluster of related competencies.	topic, chunk, module, block

May 18, 1995

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Mentoring

Integrated and Applied Curricula Conference

June 27-29, 1995

University of Wisconsin-Stout

School of Industry and Technology

1. Integrate faculty members new to the School of Industry and Technology into the university community.
2. Address needs of faculty members new to the School.
3. Strengthen teaching skills of faculty new to the School.
4. Foster development of faculty new to the School.

Mentoring Is:

"A nurturing process in which a more skilled or more experienced person, serving as a role model, teaches, sponsors, encourages, counsels, and befriends a less skilled or less experienced person for the purpose of promoting the latter's professional and/or personal development. Mentoring functions are carried out within the context of an ongoing, caring relationship between the mentor and mentee."

Role of Mentoring

- Teach
- Sponsor
- Encourage
- Counsel
- Be a friend

445

446

Responsibilities of Mentor

1. Offer friendship and develop a trusting relationship. Share experiences - empathize.
2. Accept and promote self-confidence. Present a warm, genuine and caring demeanor. Compliment and encourage frequently, when appropriate.
3. Expose the mentee to new opportunities.
4. Encourage creativity.
5. Encourage experimentation (allow for failure).
6. Challenge.

Responsibilities of Mentor Cont.

7. Teach technical aspects of the job.
8. Develop cooperative activities.
9. Observe and coach.
10. Share ideas.
11. Involve mentee in professional activities such as professional organizations (unions) and meetings, (curriculum development, graduate classes, in-services, and professional organizations and activities)

Responsibilities of Mentor Cont.

12. Provide support as the mentee establishes student and community rapport as a professional educator or worker.

13. Offer expertise in the areas of curriculum and classroom management for teachers, or process and procedures, used in the company.

14. Schedule one meeting per week with mentee. (Lunches or locations outside the business or school)

15. Remember, the goal is to provide guidance and support. Mentee should move from a dependent to an independent relationship.

Benefits to the Mentor

1. Career Development
2. Emotional Satisfaction
3. Rejuvenation and Creativity
4. Increased Self-Awareness
5. Personal Growth
6. Realization of the significance of the mentor's life and professional contributions.
7. Fulfillment of "generativity" needs (vs. stagnation).

Selection of Mentors

---

1. Needs and availability of full-time employee.
2. Two years of employment experience in the company or teaching experience.
3. Have professional and personal/skills (honest, tactful and helpful).
4. Time and dedication.
5. Assignment by department chairperson or supervisor.

Responsibilities of Supervisor or Chairperson

1. Be informed as to the roles, procedures, and goals of the mentor/mentee program.
2. Provide information to company employees or teachers about the program.
3. Encourage and support new teachers to the school or educational faculty and students new to a company to establish rapport with a mentor.
4. Suggest mentors to mentees, and vice versa, if requested and appropriate.
5. Support efforts of the mentor/mentee relationship.

Responsibilities of Supervisor or Chairperson

6. Serve as a resource to the mentor program and its participants.
7. Support time for mentor/mentee meetings.
8. Give feedback to mentor program participants for reinforcement or suggestions. Gather information from the mentor program participants (areas of focus, topics covered, perceptions of participants).
9. Support the confidential relationship between mentors and mentees.

Tips for Effective Mentoring

---

1. Care about mentees as people by showing empathy, understanding and respect.
2. Establish a warm, genuine and open relationship
3. Demonstrate interest, helpful intent and involvement.
4. Be a good listener.
5. Establish rapport by remembering personal information about mentees.
6. Be available. Keep office hours and appointments.

Tips for Effective Mentoring Cont.

7. Provide accurate information, if you do not know, find out.
8. Use and refer to available resources.
9. Do not refer too hastily; on the other hand, do not attempt to handle situations for which you are not qualified.
10. Keep in frequent contact with mentee. Help them make their own decisions.
11. Focus on mentee's strengths and potentials rather than limitations.
12. Seek out mentee in informal meetings.

Tips for Effective Mentoring Cont.

13. Monitor mentee's progress toward personal and professional goals.

14. Determine reasons for poor performance and direct mentee to appropriate sources to improve.

15. Collaboratively outline the mentee/mentor responsibilities.

16. Follow through on all commitments made to mentees.

17. Keep an anecdotal record of significant conversations for future reference.

18. Evaluate the effectiveness of your mentoring.

Tips for Effective Mentoring Cont.

19. Do not be critical of other employees, teachers or staff to mentees.

20. Develop a sense of trust by keeping discussions confidential.

21. Be yourself and allow mentees to be themselves.

Benefits to the Mentees

---

1. Significant professional and personal growth.
2. Avenue for getting answers to important questions, concerns and needs.
3. Gain insights and information into effective classroom teaching and management skills.
4. Assimilated into the culture of the work setting, department, school, community and profession.

Benefits to the Mentees Cont.

5. Be encouraged and will work with role models to promote their professional well being and career development.
6. Find personal support and friendship.
7. Will remain with the company or in the teaching profession.

Benefits to the Company or School

---

1. Revitalizes the whole staff.
2. Empowers employees and teachers when there is shared leadership." You do not lose power when you give it away."
3. Develops instructional leaders in schools or leaders in business and industry.
4. Supports efforts toward a positive work climate
5. Increases professionalism.

INTEGRATED AND APPLIED CURRICULUM WORKSHOP
WEDNESDAY, JUNE 28, 1995

SESSION B-4 10:30-12:00

MENTORING

You have been exposed to mentoring guidelines and strategies. There are a number of teachers in your school system that do not have a good understanding of integrated and applied curriculum. Some have expressed a desire to become involved in the process but would like to be teamed up with an experienced colleague. Additionally, some mentoring opportunities exist in local businesses and industries. Your responsibility is to develop a mentoring implementation plan for your school system that capitalizes on these opportunities .

EVALUATION RUBRIC

4 Your plan is fully developed. It is ready to be implemented when school begins. Mentoring teams are identified and the responsibilities of the mentors are determined. Schedules and timelines are established and realistic. Excellent work!

3 Your plan is almost complete, a few small details are yet to be worked out, but it will be ready to go in the new school year. Mentors are identified and need to be paired up. Responsibilities are listed but need some refinement. Schedules and timelines are established. Well done, a few finishing touches to go!

2 You have a good start but considerable work on the mentoring process still has to be done. No mentors or partners are identified. Some work has been done on responsibilities, timelines and schedules, but need additional definition. Good start, might be ready to start by the middle of the school year.

1 Little or no work is evident. More instruction in mentoring process is suggested. You might seek out a mentor to help your development in the integrated and applied curriculum process.

Job Shadowing

Juneau Business High School
Julia D'Amato
School-to-Work Coordinator

Exposing students to:

- *possible careers*
- *positive role models*
- *atmosphere/environment of the workplace*
- *importance of team work within place of employment*

Implementation of Job Shadowing:

- *School Responsibilities:*
  - *assess students' career needs and wants*
  - *establish client base*
  - *plan informational meetings with prospective businesses*
  - *develop job profile sheet for each business*
  - *match students to job shadowing stations*
  - *integrate information learned with classroom instruction*

Implementation of Job Shadowing: (con't)

  - *set agenda*
  - *file all necessary paperwork*
  - *secure transportation*
  - *evaluation of experience*

Implementation of Job Shadowing: (con't)

- *Business responsibilities:*
  - *establish staff support*
  - *develop agenda for visits*
  - *predetermine standards for behavior/confidentiality*
  - *familiarize students with workplace*

JOB SHADOWING EXPERIENCES FOR STUDENTS

A School/Business Partnership

Milwaukee Public School District
Juneau Business High School
6415 W. Mount Vernon
Milwaukee, WI 53213
(414)476-5480

In Conjunction with:
Social Security Office
6251 W. Forest Home
Milwaukee, WI 53220
(414)546-8245

Presented by:

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Job Shadowing Experiences for Students

One goal of the School to Work Program is to expose students to a wide range of careers. In job shadowing, students follow an adult employee through a portion of their day, asking questions and getting answers which can help them see both the connections to what they learn in the classroom and future career possibilities open to them. Programs often incorporate one or several visits per student in the first year of a program, allowing comparison between careers and/or industries. In rotations, which allow further exploration of the variety of jobs within a single industry, students visit employees in different departments in the workplace.

The **objectives** of this program are as follows:

For the Business Partner:

* Establish positive relations with community, schools, and students.
* Become a good "corporate neighbor."
* Develop awareness concerning duties and responsibilities of the employees at their particular place of employment.
* Organize the local labor market to connect young people to the range of potential employment opportunities in their community.
* Emphasize the reality that the workplace is structured around projects, products, and deliverables.

For the School:

* Establish a positive relationship with business and community.
* Recognize changes in the workplace.
* Assist instructors in updating curriculum to reflect skills observed during job shadowing.
* Develop a workplace knowledge base that leads to increased awareness of connections made between skills acquired in the classroom and tasks performed on the job.
* Observe updated technology used in today's workplace.
* Showcase to businesses how schools have changed to meet the needs of the students in the 21st century.
* Develop instruction that closely emulates the workplace and its structure around projects, products, and deliverables.

For the Student:

* Observe firsthand the connection between education and real life work.
* Increase their career and future employability options.
* Develop an awareness of connected skills learned in the classroom with tasks performed on the job. Skills such as:
    - Using critical and creative approaches to problem solve
    - Critical thinking

- Computer operation
- High-level reading, math, oral communications
- Ability to work as part of a team
- Ability to make decisions
- Ability to accept change
- Ability to prioritize work and accomplish delegated tasks
- Setting goals and using both independent means and group processes to establish and achieve the goals
- Listening to comprehend, evaluate and provide appropriate responses
- Writing and speaking in a clear and organized manner
- Comprehending non-verbal communication
- Understanding and using terms related to the specific task/career
- Observe appropriate work behavior as related to punctuality, dependability, loyalty, pride, honesty, time/work management, other
- Observe how resources are used and managed effectively
- Recognize the importance of competition and setting high standards for oneself

Implementation of the Job Shadowing Component

To assist in the development of this component, the following must be considered to insure success on the part of business and schools alike.

School Responsibilities:

1. Assess students to determine wants and needs.

2. Establish a client base using results of student assessment needs. Use school partnerships and community businesses to supply needed resources for job shadowing stations. Also consider programs within the school to seek out available sites.

3. Once your client base has been established, set up informational meetings with the businesses to discuss the purpose of job shadowing, the expectations of the program,etc.

4. Match the students with the job shadowing stations. Students should be matched according to the needs and wants established by the students in the prior career assessment. Also consider job shadowing experiences not noted on their career assessment.

5. Develop a job profile sheet for the students to read. This informs the student about the jobs available, qualifications needed, job duties of each employee classification, salary, and advancement possibility.

6. Develop a set agenda with the businesses, along with predetermined set of

questions to be answered by the students as they progress through their job shadowing rotations.

7. Establish a student rotation sheet that includes the date of each job shadowing experience, name of supervisor, and names of students attending. Post this sheet for the School to Work staff and students as a reminder of job shadowing experiences.
8. Secure transportation for the students.
9. Prepare all necessary paperwork for the fieldtrip(s).
10. Gather all questionnaires after job shadowing experiences and use as a part of their portfolio or as a tool for future classroom discussion.
11. Evaluate results of program.

Business Responsibilities:

1. Establish staff support within the business to insure the success of the program.
2. Setup informational meetings with schools to develop profile sheet.
3. Establish a plan to showcase all facets of your business.
4. Develop agenda with school for job shadowing visits.
5. Predetermine standards for each student in the following areas:
    * Confidentiality of written and verbal information received upon each visit.
    * Familiarize students with accepted behavior and language within workplace.
    * Inform students of display regarding professional demeanor.
6. Acquaint students with the terminology used at the work site.
7. Evaluate students regarding the job shadowing experience itself and discuss possible room for improvement.
8. Other

Time Factor

Time involved in program implementation is as follows:

Business:

1. On sight time 4.5 hours

2.	Preparation time	40 hours

- staff preparation
- time spent on drafts
- 3 staff meetings
- survey employees
- set agenda
- other

School:

1.	On sight time	4.5 hours
2.	Preparation time	60 hours

- team preparation
- time spent on drafts
- student assessment
- agenda preparation
- match sites with students
- send out permission slips to students and collect
- prepare paperwork
- secure transportation
- secure supervisory positions
- develop questionnaires for students
- other

Cost Factor

The cost of program implementation are as follows:

Business:

- Refreshments offered to students (optional)
- Other (depending on individual business)

Note: Structure this experience with the staff and employees to make job shadowing the least intrusive as possible.

School:

- Bus transportation for students
- Supervision for students

Successes/Payoffs/Problems

There have been many successes with this program. Both successes and payoffs are being measured by the following:

- Employees were impressed with demeanor of students, their attentiveness, positive attitude, etc.

* Students saw first hand classroom knowledge application within a workplace setting.
* Students commented on the amount of team work needed to accomplish a task.
* Students remained very enthusiastic throughout job shadowing experience, commenting on tasks performed by noted employee.
* Students commented "I could not sit at desk doing all that paperwork."
* Employees observed that working with a multicultural group was eye opening and each employee commented it was a positive experience.

Problems:

* Business must plan around biweekly visitations, making sure there are no scheduled inservices/meetings for the staff.
* Ideally in a job shadowing experience, a one on one experience is preferred, but sometimes students needed to be paired up during their rotations.
* If students are absent for initial job shadowing experience, it is necessary to reschedule him/her and shift to an alternate day.

Social Security Office
6251 W. Forest Home
Milwaukee, WI
Fax Number 546-8241
Richard Stroede: Director of STW Job Shadowing Program

Profile of Job Shadowing site:. There are a total of 27 positions at the Forest Home site. The break down is as follows: 3 Office Automation Specialist, 5 Technical Service Representatives, 15 Claim Representatives, 2 Supervisors, 1 Administrative Secretary, and 1 Manager. Below are the descriptions of the job observation groupings that the students could be paired with:

Office Automation Specialist

Education: High school education, some college suggested.
Qualifications: Pleasant personality, excellent communication skills, excellent computer skills, good grammar skills, can work with people well, must be able to work on a team.
Job Duties: Data entry, contact with the public, maintain information on customers file, maintain neat files and records.
Salary: 18,000 to 19,000 yearly
Advancement Possibility: May move up to all levels listed below.

Technical Service Representative

Education: High School diploma, some college suggested
Qualifications: Pleasant personality, positive attitude, trouble shooter, decision making skills, works well with people, must be able to work on a team, good grammar skills, likes dealing with the pubiic.
Job Duties: Corrects files of customers, makes decisions (limited) on customers files, and records information on files.
Salary: 26,000 to 27,000 yearly
Advancement Possibility: May move up to all levels listed below.

Claim Representatives

Education: High School Diploma, college suggested, prior training in field.
Qualifications: Pleasant personality, positive attitude, high level decision making skills, be able to follow directions, works well with customers, analyze and evaluate information, be able to work on a team.
Job Duties: Makes decisions on claims based on information and evidence, handles appeals, determines who gets paid social security benefits.
Salary: 38,000 yearly

Supervisor

Education: High School Diploma, college, prior training in field.
Qualifications: Takes charge of many people, pleasant personality, can make decisions well, can manage internal and external problems, can evaluate employee performance, diplomatic, work well as a team member.
Job duties: Makes high level decisions, manages office, in charge of all employees at one office, attendance and plans meetings for staff and visitors, speaks to public on social security, knows each office job/duty.
Salary: 45,000 yearly

STW: Job Shadowing
Educational Integration of Job Shadowing Sites

STW allows students to recognize that the knowledge attained in the classroom has bearings on the workplace. In this section there are identified subjects matters. After each stated subject is a listing of comparative skills that are used in this job site.

Math:

- Computations of figures
- Math logic,
- Payout money to customers. Answer questions on why they received the amount of money they did using examples.

Science:

- Some knowledge of human body because SSO takes disability claims and employee must answer questions regarding claim.

F/CE:

- Understand terms related to families. Example: dysfunctional
- Understand disabilities and how they affect families.
- Gather family information and recognize different life styles.
- Understand various personalities and how you can deal with them.
- Understand the terms confidentiality, professionalism, privacy as it relates to information being processed with employee.
- Understand and develop good communication skills.
- Understand terms that relate to the family and employees: empowerment, "customer or consumer, total quality management, conflict resolution.

STW Job Shadowing
Agenda

Students from the STW: EIF team will from the agenda listed below upon arriving the Job Shadowing site.

Introduction and Welcoming
AV Presentation
Overview of Social Security Office
Tour of Facility
Paired with employees
Job Shadowing/Observation
Questions and Answers
Closing

Arrival Time:___________ Departure Time________________

Questions for Job Shadowing Employee

Directions: During or after the initial observation each student is responsible for the following questions to be asked and answered. These questions must be submitted to the EIF instructor when you return to school. Reread these questions and ask the instructors for clarification if needed.

1. What buzz words does each group use? What do they mean?

2. What schedule does your particular employee follow? How can this schedule be upset? Can the schedule vary? Why or why not?

3. How does the team (a group of employees) process problems:

   a. between each other

   b. between employer and employee

4. Does your employee like his/her job? Why of why not?

5. What do you like least about your job? What do you like most about your job?

6. If you were my age, would you consider a job in public service?

7. How do you prioritize your work?

8. What duties are you expected to do on your job?

9. What kind of documentation must you maintain?

10. What kind of telephone edict must I have with the customer?

11. Do you need to develop letters to send out to the customer? If so, what kinds of letters must you generate?

12. Is grammar important on the job? Why?

13. What "school skills are important on your job? (Examples; spelling, grammar, communication skills, listening skills, taking and giving directions, eye for detail, interviewing people, etc.) Give examples of each skill.

12. What education do you need to fill this job? What education do you have?

13. Can you advance at this place of employment? If so how?

14. Write 3 paragraphs of what you observed at this site.

FACTSHEET

"TO PROVIDE FOR THE GENERAL WELFARE..."

THE CONDITIONS LEADING TO THE PASSAGE OF THE SOCIAL SECURITY ACT AND THE PROBLEMS THE ACT IS DESIGNED TO ALLEVIATE

On August 14, 1935, the Social Security Act was enacted ..."To provide for the general welfare by establishing a system of Federal old-age benefits and by enabling the several States to make more adequate provision..."

The real significance of this Act is that it was the country's first major Federal Government program to deal directly with the economic security of its citizens. Before then, such matters were handled by States and private sources. Federal action became necessary because neither the States nor private charities had the financial resources to cope with the growing need among the people.

Let's examine some of these major social, economic, and philosophical developments which led, directly or indirectly, to the present American social insurance system.

FROM INDEPENDENCE TO INTERDEPENDENCE

The Social Security Act is an attempt by Government to meet some of the serious problems of economic insecurity arising in an industrial society.

Up to 1870, more than half the Nation's adult workers were farmers. In the years that followed, however, industry developed rapidly and the economy tended increasingly to be characterized by industrialization, specialization and urbanization. The result was a Nation of more employees working for wages and proportionately fewer independent farmers, artisans, and tradesmen engaged in family enterprises.

In an industrialized society, workers found themselves dependent on outside forces to provide their families with the necessities of life, forces over which they had little influence. Any misfortune that interrupted their current income could mean destitution and poverty. The severe depression of the 1930's dramatized the fact that many American workers were almost universally dependent on factors beyond their individual control for their economic security.

THE SEARCH FOR NEW ANSWERS

Previous methods used to meet the economic risks of unemployment, old-age, death, and disability no longer proved adequate or guaranteed security in the face of nationwide economic disaster. A number of schemes were proposed, most notably that of Dr. Francis E. Townsend, a Long Beach, Calif., physician, who advocated a program of giving people over age 60 $200 a month on the condition they quit working and spend each month's pension within 30 days. Millions of frustrated older people rallied in support of Townsend's plan and, though it was dismissed, political leaders took careful note of the support it had received.

Beginning in 1932, the Federal Government took a number of emergency steps to meet the economic hardships of the depression. These included loans, then grants to States to pay for direct relief and work relief. Then, special Federal emergency relief and public works programs were started. However, it became clear that these measures were not inducing the kind of economic recovery required.

In 1934, President Roosevelt appointed a special committee composed of Cabinet members and Cabinet level advisers to study the long-term problems highlighted by the Depression. The Committee on Economic Security favored a social insurance approach to the problems. Such programs had started in Europe in Germany in 1848 under Kaiser Wilhelm, who established a

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"TO PROVIDE FOR THE GENERAL WELFARE..."

contributory old-age pension system requiring wage earners and their employers to contribute to a fund for the aged. By 1930, 11 European countries had compulsory unemployment insurance laws. In this country, workers compensation programs operated by the States since 1911 represented its sole experience with social insurance programs.

SOCIAL SECURITY LEGISLATION

In 1935, President Franklin D. Roosevelt proposed to Congress long-range economic security legislation embodying the recommendations of the Committee on Economic Security. There followed the passage of the Social Security Act, signed into law on August 14, 1935. This law established two social insurance programs on a national scale to help meet the risks of old age and unemployment: a Federal system of old-age benefits for retired workers who had been employed in industry and commerce; a Federal-State system of unemployment insurance.

The choice of old-age and unemployment as the risks to be covered by social insurance was a natural development, since the depression had wiped out much of the lifetime savings of the aged and had reduced opportunities for gainful employment.

The law also provided for Federal grants-in-aid to the States to help them give financial assistance to three groups of needy persons—the aged, the blind, and dependent children. It established other Federal grants to enable States to extend and strengthen maternal and child health services, services for crippled children, and child welfare services.

FACTSHEET

WHAT MAKES SOCIAL SECURITY WORK

THE BASIC PRINCIPLES THAT UNDERLIE THE PROGRAM

Underlying the Social Security program are certain basic principles that guide its development and growth. These characteristics are worth noting because they are the key to how the program accomplishes its goal to provide a base of economic security for the American people. Five of these principles are discussed below.

SOCIAL SECURITY IS COMPULSORY.

The question of whether coverage should be compulsory has been considered many times by Congress and various advisory groups. The decision has always been that the program should be compulsory to every extent possible.

Some have argued that the disadvantage of a compulsory program is that it eliminates freedom of choice. The money deducted from paychecks could be used better by individuals to provide for their own economic security.

It is true that, under a voluntary system, some workers who chose not to be covered under Social Security might be able to provide adequately for themselves and their families through private arrangements. But private arrangements may be far more risky since they depend on so many variables over which an individual has little control. They may not be adequate 10 or 20 years in the future.

Social Security benefits are backed by the full credit of the U.S. Government. In addition, benefits increase automatically with the cost of living, resisting the erosion of inflation.

Under a voluntary system, some workers who chose not to participate could become disabled, reach old age, or die without adequate funds to support themselves and/or their families. They would need to be supported by public assistance. Social Security, then, would not meet one of its primary objectives of preventing economic insecurity by providing a continuing income after a worker becomes disabled, retires, or dies.

SOCIAL SECURITY BENEFITS ARE PAID AS A STATUTORY RIGHT AND NOT PAID ACCORDING TO NEED.

The Social Security program is not and was never intended to be a program to provide benefits based on need. Rather, it is a system of social insurance under which workers (and their employers) contribute a part of their earnings in order to provide protection for themselves and their families if certain events occur. Since each worker pays Social Security taxes, each worker earns the right to receive Social Security benefits without regard to need. This is one of the basic principles of the Social Security program and is largely responsible for its widespread public acceptance and support.

The fact that Social Security benefits go to some people who have high incomes has been a source of criticism. However, these persons pay into the program and play an important role in its financial base. Moreover, benefits of higher earners are subject to the income tax as a result of the 1983 Social Security amendments.

SOCIAL SECURITY BENEFITS ARE WORK-RELATED.

Social Security taxes and benefit amounts are related to a person's level of earnings during working years. As people earn more money and pay more in Social Security taxes, they are earning a right to higher benefits. There is, however, a limit on the amount of yearly earnings on which Social Security taxes must be paid and on which program benefit payments are figured.

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WHAT MAKES SOCIAL SECURITY WORK

Some have argued that this limit favors high earners, who do not have to pay on as high a proportion of their earnings. However, the limit, which automatically increases as wages increase, is necessary. If all the earnings of higher paid workers were taxed and then credited for benefits, the program would have to pay very high benefits.

Another argument against work-related benefits has been that people who do not work for one reason or another (homemakers, disabled children) may not earn the right to benefits. However, in general, such persons are covered as dependents of workers and may receive retirement, survivors, or disability benefits on the workers' earnings records.

SOCIAL SECURITY IS FINANCED BY PAYROLL TAX.

The main source of Social Security income is the taxes that employees, employers, and the self-employed pay. This method of financing Social Security—a payroll tax on workers and their employers—remains the primary method of financing the program. The Social Security program has won widespread public acceptance and support largely because it is directly supported by the people who receive benefits from it. Both benefit amounts and Social Security taxes are based on the worker's earnings under the program. This aspect of Social Security helps to avoid any implication that the benefits are a form of Government assistance or public charity.

A continuing argument against payroll tax is that it places a burden on the cost of doing business. It decreases the number of workers a company can afford to hire (and pay matching Social Security taxes) and limits the amount of wages they can afford to pay, the argument goes. However, companies are permitted to deduct the Social Security taxes they pay from their income tax as a business expense. They are also permitted to include Social Security benefits workers expect to receive in their pension plans.

Since the Social Security program began, many ideas have been advanced for obtaining additional revenues. However, the Congress and various advisory groups that have studied the program over the years have not endorsed proposals which would alter its basic structure.

SOCIAL SECURITY BENEFITS ARE WEIGHTED.

The method of figuring benefits is weighted in favor of workers with low average lifetime earnings and those with families. This is because the program attempts to achieve social adequacy as well as individual equity. The goal of social adequacy assures that individuals receive a level of benefits that reflects their lesser ability to prepare for the risk. The goal of individual equity means that a person receives a reasonable return on his/her investment in Social Security.

Thus, while it is true that higher earners receive higher benefits, lower-paid workers receive higher benefits in relation to their earnings in employment covered by Social Security than do higher-paid workers. (Earnings replacement rates are about 60 percent for minimum wage earners, 42 percent for average wage earners, and 26 percent for high earners.)

In addition, the eligible members of the family of a retired, disabled, or deceased worker are paid benefits up to a family maximum.

As a result, Social Security has made a substantial contribution to raising people's income above the poverty level. It is estimated that if there were no Social Security, there would be almost four aged poor persons for every [illegible] that is now classified as poor. Thus, any additional cost to the program [illegible] result of the weighting of benefits is more than offset by the social gains that result.

FACTSHEET

CURRENT FINANCING ISSUES

SOCIAL SECURITY TRUST FUNDS AND THE TOTAL FEDERAL BUDGET

The operations of the trust funds are excluded from the Federal budget operations and thus, officially, are not counted against the overall Federal deficit. In practice, however, trust fund reserves are invested in Federal Treasury securities, thereby *reducing* the amount that the government must borrow from the public. Indirectly, therefore, Social Security operations help to balance the budget. This has become a controversial issue. Many feel that it is inappropriate to finance a significant portion of general Federal expenditures from the Social Security payroll tax, and that this practice presents a misleading appearance of Social Security's financial status. Others argue that the practice can increase national savings and lead to faster economic growth in the future, thereby improving our ability to pay for the cost of the baby boomer's retirement. Recent studies indicate that unless the Federal Budget is balanced—that is, without taking into account annual Social Security revenues and expenditures—the trust fund buildup will not constitute a real reserve fund, and, in effect, will not be available to pay future benefits.

GOVERNMENT BORROWING AND SOCIAL SECURITY

Many advisory boards and Congressional study groups have viewed the issue of whether Social Security reserves should be invested in other than Government securities. They have invariably decided in favor of the least risk to the funds and the economic system. The purchase of Government securities represents the safest possible investment—an investment that is backed by the full faith and credit of the U.S. Government. Moreover, if the billions of dollars in the Social Security reserves were used to purchase stocks in private companies, or similar investments, the Government would soon own or control many of these companies. This would have severe implications for the American economy and would be highly controversial for a country founded on the principal of democracy and individual fredom.

GETTING YOUR MONEY'S WORTH

Some people suggest that Social Security has been too good a deal for current beneficiaries and that it is a bad investment for current taxpayers. While it is true that, for the most part, today's beneficiaries receive a highly favorable return on their Social Security tax investment, it does not necessarily follow that it will be a bad deal for younger workers.

Consider, for example, someone born in 1977 who will earn average wages. The employee is expected to pay about *$62,083* in Social Security retirement and survivors taxes, in today's dollars. With an expected retirement benefit of around *$856* per month, also in today's dollars, it would take about 10 years to recover the employee's contributions, taking interest into account. If this person had a spouse also receiving benefits, they would receive approximately *$1,284* per month and would recover the employee's contributions in about 6.5 years.

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CURRENT FINANCING ISSUES

When considering both the employee's and employer's taxes, the figures would more than double for the worker with average wages. However, many feel it is inappropriate to count the employer's taxes when considering the value of the employee's investment in Social Security since the employer is contributing to the retirement system as a whole.

And, young workers should remember the potential value of Social Security disability and survivors benefits when they try to figure if they'll get their money's worth out of the program. A young disabled worker or the young family of a deceased worker stands to receive many times more in Social Security payments than the worker paid in Social Security taxes.

THE EVENTUAL LIQUIDATION OF SOCIAL SECURITY RESERVES

Under present law, payment of benefits in the future will depend in part on reducing the Treasury securities held by the trust funds. Some people suggest that doing so will require the Government to raise trillions of dollars through increased general taxation, further borrowing from the public or cutbacks in other program outlays.

However, others believe that there is no cause for concern since the Government will easily be able to sell new long-term Government bonds to the general public to obtain the funds to pay off the bonds Social Security is holding. How easy such a conversion will be may depend in part on the extent to which national wealth and savings will have been increased as a result of the buildup of Social Security reserves in earlier years.

SOCIAL SECURITY ACCORDING TO NEED

Some people have suggested "means-testing" Social Security—paying benefits only to people who need them. However, this proposal runs counter to the fundamental purpose of the program, which is to prevent need by providing a floor of income to every worker and his/her family when earnings stop because of retirement, death, or disability. It is estimated that if there were no Social Security, there would be almost four aged persons for every one that is now classified as poor. Moreover, experience has shown that part of the appeal that Social Security has is its relationship to a person's work. Most people prefer benefits as an earned right, payable as a matter of law. Introducing a means test would tend to make it just "another welfare program" in the public's mind, observers believe.

CONCLUSION

The continuing public discussion over issues related to the future of Social Security is a sign that it will continue to remain a priority on the American agenda. However, very often we forget that the present debate is over future possibilities rather than present dangers. The dialogue is about assuring that the compact between generations represented by the Social Security system remains viable and strong. The questions generally address the best means to accomplish this end, not whether or not it will be accomplished.

Synopsis of School-To-Work Administrators' Workshops
Integrated and Applied Curricula Project

Overview

As a direct result of input from teachers participating in the 1994 Integrated and Applied Curricula Project Summer Conference, a special workshop was designed for school administrators and curriculum specialists to involve them in the process of implementing integrated and applied curricula. Regional workshops were held in Appleton, Brookfield and Tomah in March and May, 1995. A total of 82 administrators attended these workshops. A synopsis of the action plans developed by the workshop participants follows. It is hoped these creative strategies to confront common barriers will benefit administrators and teachers working to implement applied and integrated curriculum and School-To-Work initiatives in Wisconsin schools.

Teacher-Identified Barriers to Implementing Integrated and Applied Curricula

Design Stage: turf battles, team development and survival, lack of knowledge and information, team planning time, support, resources, buy-in from teachers and administrators.

Development Stage: team development and follow through, in-service related issues, time, union and work issues, support and leadership.

Implementation stage: traditional school schedule, team time, union and work issues, support, in-service and training, facilitating others, and buy-in from teachers administrators and students.

Administrators' Solutions to Teacher Identified Barriers

1. Team Development:
    --arrange in-service activities to brainstorm vision, mission and action plan for short- and long-term goals;
    --establish a school improvement team;
    --select the "movers and groovers" as team members;
    --concentrate curriculum reform efforts on new hires and those who express a desire to change;
    --take small steps at first;
    --after trial period, debrief and evaluate.

2. Time:
    --restructure core academic schedule to allow for common but flexible team planning;
    --eliminate separate curriculums for non-college students;
    --establish varieties of ways to find time (block schedule, common prep time, early release, late start, weekend retreats, etc.).

3 Money:
    --access School-to-Work and Carl Perkins money to support faculty development during summer months;
    --build connections with business, industry, and labor for their financial support;
    --create school board commitment (plan budgets accordingly).

4. Buy-in:
    - --involve school board, administrators and community representatives in process from beginning;
    - --get ideas and support from ground level;
    - --involve teachers in decision making;
    - --communicate that alternative education does not mean at-risk education;
    - --communicate with the public that real education requires more than students, books and teachers;
    - --encourage staff attendance at summer workshops, college courses and provide funding;
    - --pamper the innovations.

5. Administrative Support:
    - --get together resource people;
    - --have regular support meetings;
    - --show models of success;
    - --provide budget support (technology and materials).

6. Lack of knowledge:
    - --encourage reform of teacher education to include a two-year internship model using master teachers as mentors;
    - --examine emerging district curricula processes in context with Wisconsin Learner Goals, outcomes and assessments.

Administrative Identified Barriers and Suggested Action Plans

1. Time and Schedule Problems
    - --develop a teaching schedule that allows as many teachers as possible to have a common period for interaction;
    - --negotiate the length of the school year;
    - --hire, reassign in order to have a School-To-Work coordinator;
    - --provide incentives to staff (comp time, flex time, release time, and cumulative time);
    - --set up a study group to restructure daily schedule;
    - --prioritize initiatives and allocate time based on these prioritized initiatives;
    - --shorten between-class passing time and lunch hours to provide more time;
    - --have team of teachers build schedule to eliminate top-down management perception and increase buy-in.

2. Lack of Financial Resources
    - --tap into local, regional, state and federal money (School-To-Work grants, Carl Perkins, Eisenhower, National Science Foundation, and local district dollars);
    - --identify areas that may be cut;
    - --identify existing resources that could be utilized for an integrated task;
    - --increase political action to provide state and federal funding;
    - --have School-To-Work coordinators submit proposals;
    - --seek private sources of funding (Chamber of Commerce and businesses).

3. Negative Image of School-To-Work (teachers, parents, students)
    --have in-service for staff (non-optional);
    --change image that School-To-Work should only be addressed by vocational staff;
    --focus on broader-based learner outcomes to needs rather than specific based content;

4. Selling the Program and Getting Community and School Acceptance
    --secure the resources;
    --create pilot projects;
    --arrange an open house for community;
    --have public presentations about School-To-Work (service clubs, displays, etc.);
    --create a business, community and education team;
    --use state and regional promotional tools (newspapers and T.V.) to promote programs to generate positive press about the developing program;
    --present the concept of integration objectively;
    --inform K-12 about programs;
    --get student input.

5. Staffing and Certification Issues
    --lobby legislature for more flexible licensing;
    --create closer communication with the universities so that certification issues and preparation issues are understood.

6. Staff Development
    --expose teachers to more work place skills as part of their preparation;
    --participate jointly with staff in relevant in-service presentations;
    --acknowledge participation and share knowledge at faculty meetings;
    --provide summer pay to develop curriculum and identify common themes;
    --make the program voluntary;
    --have business people share with teachers how businesses are structured differently now than 10 years ago and what student skills are necessary now compared to the past.

7. Building Consensus
    --establish a clearinghouse for new initiatives;
    --create a weekly bulletin on initiatives, issues, conference opportunities, etc.
    --establish a cross-sectional task force to present initiatives;
    --establish a structure to educate and inform teachers who are opposed;
    --compromise on issues.

Integrated and Applied Curricula Project
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DEVELOPING ASSESSMENT TOOLS

INTEGRATED AND APPLIED
CURRICULUM CONFERENCE

UNIVERSITY OF WISCONSIN-STOUT
JUNE 27-29, 1995

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AUTHENTIC ASSESSMENT

Authentic assessment must be based on authentic tasks steeped in the realities of life/work.

Unknown

Authentic Curriculum requires use of higher order literacies. These higher literacies call for learners to analyze, think critically, evaluate, synthesize information, communicate more effectively, solve problems, learn how to learn, and, in general, learn more actively than traditionally.

Rexford Brown

We should test those capabilities and habits that we think are essential, and test them in context. Make them replicate, within reason, the challenges at the heart of each academic discipline. Let them be -- authentic!

Grant Wiggins

It if it not worth teaching, it is not worth testing.

Elliot Eisner

The new literacy of thoughtfulness requires learners to become actively involved in the learning process and to apply those skills not just in semester exams but to real life. Learners who have to perform or exhibit their knowledge and skills get learning in their bones: active learners become lifetime learners.

Kay Burke

COMMON CHARACTERISTICS OF AUTHENTIC TESTS

They are designed to be truly representative of performance in the field.

Far greater attention is paid to the teaching and learning of the criteria to be used in the assessment.

Self-assessment plays a much greater role than in conventional assessment.

Learners are often expected to present their work and defend themselves publicly and orally to ensure that their mastery is genuine.

EVALUATION RUBRICS

RUBRIC:	red ocher, heading in red letters in a part of a book; 1. heading , title, also class, category; 2. a rule especially for the conduct of a religious service. The Merriam-Webster Dictionary

What do I expect the student to know?

An evaluation rubric is made up of headings or categories that are the essential or critical parts of the authentic task.

occupational content proficiencies
academic content proficiencies
attitudinal proficiencies

How well do I expect the student to perform?

For each category, criteria that reflects the various levels of accomplishment are listed and used for comparison against student work.

The levels, or standards of accomplishment, are determined by employer expectations, industry standards and /or student profiles.

Sample Rubric for Group Learning

Level 5: Exceptional Achievement

Almost all students enthusiastically participated. Responsibility for task was shared. Students reflected awareness of other's views and opinions and included references to other opinions or alternatives in presentation and answers. Questions and answers illustrated forethought and preparation.

Level 4 Superior Achievement

Students showed adeptness in interacting. At least three-fourths of the students actively participated. Lively discussion centered on the task.

Level 3 Commendable Achievement

Some ability to interact. At least half of the students conferred or presented ideas. Attentive reading of documents and listening. Some evidence of discussion of alternatives.

Level 2 Rudimentary Achievement

Strong reliance on spokespersons. Only one or two persons actively participated. Sporadic interaction. Conversion not entirely centered on topic.

Level 1 Minimal Achievement

Exclusive reliance on one spokesperson. Little interaction. Very brief conversations. Some students were disinterested or distracted.

Integrated and Applied Curriculum

Learning Outcomes Addressed:

Content Areas

Music, Marketing and Foreign Language

Task: Create and Market a Multicultural Tape

Students are determining an advertising objective for the School Store. You will work cooperatively in teams to come up with a jingle for advertising and sales promotion. The teams will present their final project to the class and the class will vote for the one they want to use. The Choir will perform the jingle and tape it in several different languages. The jingle will be played over the announcement system during the morning announcements for the School Store.

Evaluation Rubric

4 All groups members participated enthusiastically. Objectives were clearly developed in marketing, music and foreign languages. Students used each others strengths and expertise meeting group goals. A professional presentation that demonstrated comprehension of the task was given by the team.

3 Most group members participated Objectives were developed in music, marketing and foreign language. Some of the student's strengths and expertise were used in meeting the group goals. A presentation was given that reflected comprehension of the task.

2 Less that half of the team participated. Objectives were vague. Students showed little use of strengths and expertise in meeting group goals. The presentation was disorganized and showed little effort.

1 No sign of teamwork. Task not taken seriously. No presentation was developed.

THE RUBRIC

Targeted Standard: Metacognition: Each student plans, reviews, and assesses the quality of his/her thinking.

CRITERIA

High Performance: The student details the steps for comparing two alike persons.

Indicators: Gives rules for completing a Venn diagram
Explains choices made in each area of diagram
Explains rationale for comparisons
Assess quality of work

Sound Performance: The student details the steps for comparing two alike persons

Indicators: Gives rules for completing a Venn diagram
Explains most choices for comparison
Assess quality of work

Adequate Performance: The student explains how to compare two characters

Indicators: Explains purpose of Venn
Explains choices made for comparison

Not Yet: The student is unable to explain procedures or give purpose

Indicators: Does Venn with a few samples

CRITIQUE SHEET
112 Business Communications

Your letters, memos, and reports can earn you up to 20 points each. Your average point total at the end of the semester determines the largest portion of your final grade.

18.5 - 20 average = A
16.5 - 18 average = B
14.5 - 16 average = C
12.5 - 14 average = D

	Superior		Satisfactory		Weak
Content •complete •accurate •not extraneous	4 pts.	3.5	3	2.5	2
Content •appropriate detail •adequate •not excessive	4 pts.	3.5	3	2.5	2
Organization •logical •reader-oriented •coherent	4 pts.	3.5	3	2.5	2
Structure/Style •vivid words •varied sentences •appropriate tone	4 pts.	3.5	3	2.5	2
Acceptable Grammar Punctuation	4 pts.	3.5	3	2.5	2

TOTAL SCORE:

COMMENTS:

COMMON ASSESSMENT STRATEGIES

Objective Tests

Product Assessments

Process Assessments

Projects

Performances

COMMON ASSESSMENT TOOLS

Selected Response

Guided Response

Journals

Observations

Checklists

Scales

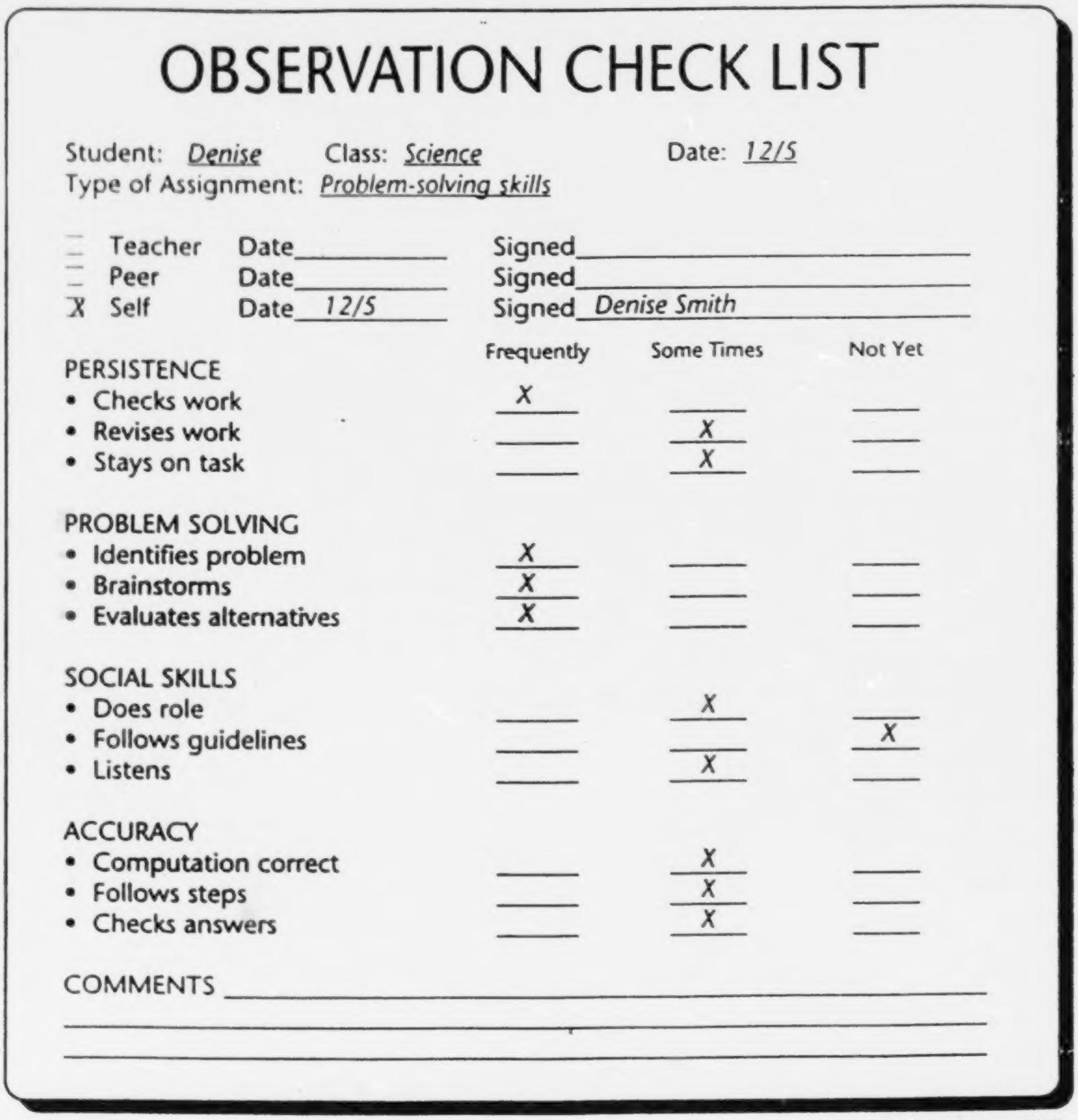
Open Ended Questions

Portfolios

JOURNAL

Student Entry	Teacher Comment
Today, I finished the design of the costume for the Duchess of York. I found the design at the museum store. Since I am shorter than the duchess was, I had to do lots of adjusting in the pattern. I have included the original design and my changes. I worked to make the changes very precise. *12/14*	*I am pleased with how you found your design. You also did a good job in adjusting the design to fit your size. I checked your calculations. You need to recalculate the sleeve length.* *12/27*
I redid the sleeve measurements. It's a good thing. I would have had extra long arms. My receipts and addition are enclosed. I'm getting ready to cut the fabric. This will take lots of care on my part. To be authentic, my costume has lots of fancy ruffles on the cuffs and the neck. My mom says that I will be the most precise tailor in the world if I pull this off. 1/3	*Your math is now 100% exact. You are doing "wow" work in the three indicators you have worked on. 1/5*

MIDDLE SCHOOL EXAMPLE



OBSERVATION CHECK LIST

Student: Denise Class: Science Date: 12/5
Type of Assignment: Problem-solving skills

☐ Teacher Date________ Signed________
☐ Peer Date________ Signed________
☒ Self Date 12/5 Signed Denise Smith

	Frequently	Some Times	Not Yet
PERSISTENCE			
• Checks work	X		
• Revises work		X	
• Stays on task		X	
PROBLEM SOLVING			
• Identifies problem	X		
• Brainstorms	X		
• Evaluates alternatives	X		
SOCIAL SKILLS			
• Does role		X	
• Follows guidelines			X
• Listens		X	
ACCURACY			
• Computation correct		X	
• Follows steps		X	
• Checks answers		X	

COMMENTS ________________

Burke (1993, p. 111)

Wow	O.K.	Not Yet
Top Dog	In the Middle	Buried in the Pile
Accurate	Some Mistakes	Inaccuracy
Strong Logic	Some Fallacies	No Logic
Shares Large Group	Shares Small Group	Nonverbal in Class
5	3	0
A	C	F

SECONDARY EXAMPLE

AMERICAN LITERATURE SCALE

Name: *Katherine Burke* Class: *American Literature*

Instructions to the Student: *Please use this rubric to assess your journal entries for the past six weeks. I will complete a similar form when I collect the journal and apply a point total for your quarterly grade. The journal assessment counts as 20 percent of the quarterly grade.*

1. **Originality of Ideas**

3--------------------2----------X----------1--------------------0

Genius Creative Interesting

2. **Evidence of synthesis and analysis in thinking**

3----------X----------2--------------------1--------------------0

Genius O.K. Not Yet

3. **Makes connections**

3--------------------2---------------X-----1--------------------0

Genius O.K. Interesting

4. **Uses concrete examples**

3--------------------2----X----------------1--------------------0

Many Some None

5. **Gives full explanations**

3---X----------------2--------------------1--------------------0

Many Some None

Evaluation Criteria

Evaluate your final product based on the following criteria. Circle the number that best reflects your assessment of how well you met the following design considerations.

1. The model includes the basic elements of the teaching and learning process .

9 8 7	6 5 4	3 2 1
The model is very comprehensive and includes a lot of important details.	The model includes the basic elements, but it is missing some important ideas and details.	The model has significant voids and omissions and lacks important details.

2. The model presents the basic elements of the teaching and learning process in a logical and pedagogically appropriate sequence.

9 8 7	6 5 4	3 2 1
The model is very sequential and would promote genuine learning.	For the most part, the model is sequential, but has 1 or 2 inconsistencies with quality instruction.	The model lacks sequence and it is not consistent with quality instruction

3. The model addresses all three domains of learning throughout the teaching and learning process.

9 8 7	6 5 4	3 2 1
The cognitive, affective and psychomotor domains are clearly addressed throughout the model.	The model's attention to all three domains is clear in some places and somewhat implied or vague in others.	The model has major gaps and omissions in its attention to all three domains of learning.

4. The model clearly illustrates the role that evaluation plays in:

	Clear	Vague	NA
* identifying entry-level knowledge, skills, and attitudes;	2	1	0
* monitoring student progress toward desired goals and objectives;	2	1	0
* evaluating the quality of instruction;	2	1	0
* determining if students achieved desired objectives; and	2	1	0
* characterizing and communicating student achievement to potential stakeholders.	2	1	0

MIDDLE GRADES EXAMPLE

After a field trip, each student makes journal entries.

What three things did you like most at the museum?

- the coal mine
- the aquarium
- the dinosaurs

So What will you do with what you learned?

- I'm going to build my own aquarium at home. I want a banana fish.

Now What do you intend to do?

- I'm going to save my newspaper route money to buy the materials.

SECONDARY EXAMPLE

Following a unit of study, the teacher can ask each group to list its responses on newsprint.

What were the most important characteristics of the main character?

- outspoken
- brave
- hot tempered
- faithful
- intelligent

So What can you learn from the main character?

- I can learn not to shout out answers.
- I can learn to control my temper.
- I can learn to think through my answers.

Now What will you do with what you learned?

- Let other's speak in the group.
- Count to 10 when angry.
- Listen to other's ideas.

PORTFOLIO OWNERSHIP

Who owns a portfolio? Ownership implies responsibility; responsibility for one's own learning and the process of selecting pieces of work that show what the individual is about, what goals they have, what they have achieved and how they have improved. Shared ownership is an option, but there has to be a time when the learner takes full control. Portfolios provide a forum that encourages students to develop abilities needed to become independent, self-directed, life-long learners.

TYPES OF PORTFOLIOS

Working Portfolio

The working portfolio is one which the teacher and student assess and evaluate together. The learner, and the advising teacher, choose samples that show the student's growth and self-reflection through selected content. Parents are encouraged to contribute to the process but remember, the portfolio represents the work of the student not the parent or teacher. This type of portfolio is intended to display a realistic profile of the student. It should contain process and product samples that document learning over a period of time.

Showcase Portfolio

The showcase portfolio is modeled after the artist's portfolio. It contains samples of the students best work. Selections are made by the student with guidance from teachers, mentors/advisors and parents. These portfolios represent the student's ability to engage in the processes of selection, comparing, self-evaluating, sharing and goal setting.

Professional Portfolio

This portfolio may be used by the professional to provide an opportunity to showcase artifacts that demonstrate his/her personal accomplishment and growth experiences. The portfolio's meaningfulness is enhanced by statements that represent self-reflection and self-evaluation. The contents may include artifacts showing work related and non-work related accomplishments, philosophy or belief statements, photos, resume and letters of support or commendation from others.

Although the portfolio system, naturally, is a process that may or may not follow logically in the order outlined, an elaboration of each element, following the progression set in Figure 5, is meant to clarify the expectations inherent in the ten phases. Let's begin at the beginning and proceed accordingly.

Project Purposes

Early in the process, teachers look at the purposes for using portfolios. They examine the "big picture" and project possible uses and abuses as they decide on the type of portfolio to develop. *Projecting is focusing.*

Collect and Organize

A critical element of the portfolio system is the collection and organization of the artifacts. Teachers need to plan how to store all the artifacts and design tools that help students to organize their portfolios. *Collection is abundance.*

Select Key Artifacts

Another crucial phase in portfolio development is selecting key items. At this stage, teachers decide what the contents of the portfolio will be; who will select items; how often the artifacts will be prioritized; and how the selection will be done. *Selection is abandonment.*

By giving voice to why an artifact is included, students begin to know themselves introspectively.

Interject Personality

This phase calls attention to the person behind the portfolio by interjecting personality into the cover and page layouts of the portfolio; but interject is not an essential element. By including what is often referred to as "signature pieces," the student presents a profile of him- or herself and often the portfolio takes on a life of its own. Interjection focuses on including the personal touch of the individual students. *Interjection is style and flair.*

Reflect Metacognitively

The reflection phase requires the student to thoughtfully examine each piece selected for inclusion in the portfolio. Each artifact is carefully labeled to reflect its meaning and value to the student. By giving voice to why an artifact is included, students begin to know themselves introspectively. *Reflection is a mirror into the self*

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Inspect to Self-Assess

In addition to reflecting on each artifact, students also are expected to inspect their portfolio to assess themselves and their work. Have they met their long-term and short-term goals? Are their strengths and weaknesses evidenced? Does their portfolio indicate growth in the areas they targeted? Are they on track? *Inspecting ensures one is on course.*

Perfect and Evaluate

As portfolios become accepted assessment tools, the need for systematically perfecting them, fine-tuning the content, and getting them ready for the grading process is almost a given. *Perfecting is to make a polished final draft or a finished product.*

The portfolio is kept manageable only when items are injected and ejected on a regular basis.

Connect and Conference

A natural progression of portfolio development is to share the finished product with someone. The portfolio conference provides the format for meaningful dialogue among students, teachers, and parents. It's a chance to connect with others, using the portfolio as the basis for discussion. *Connecting is conversing.*

Inject/Eject to Update

The inject/eject stage is similar to a revolving door—some things are added while others are taken out. The portfolio is kept manageable only when items are injected and ejected on a regular basis. This stage is not only necessary but desirable; the honing keeps the portfolio fresh. *Injecting/ejecting is the cycle of the portfolio.*

Respect Accomplishments

While this stage is not critical, formally exhibiting the portfolio adds a rich dimension to the portfolio process. As students prepare to exhibit, they target their audience, organize their material, rehearse within set time frames, and generally bring the project to a roaring culmination. *Respecting is celebration.*

As you progress through the book, or dip in and out of chapters of interest and need, please note that each chapter provides options, examples, and opportunities to formulate plans. Educators who have never used a portfolio can learn how to start using them. Beginners may choose to incorporate only the three essential steps: collect, select, reflect. Or they may want to elaborate a bit and use the six steps of the expanded model: project, collect, select, reflect, perfect,

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and connect. Educators who are already using portfolios can discover ways to refine and expand their use. They may want to include all ten steps of the elaborated model or select accordingly and tailor the process to their needs and expectations.

To clarify the three options of models for The Portfolio Connection, please refer to the chart in Figure 6.

Three Options for Portfolio Development

Essential Portfolio

Collect
Select
Reflect

Expanded Portfolio

Project
Collect
Select
Reflect
Perfect
Connect

Elaborated Portfolio

Project
Collect
Select
Interject
Reflect
Inspect
Perfect
Connect
Inject/Eject
Respect

Figure 6

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USING AUTHENTIC ASSESSMENT TOOLS
ACTIVITY

Your curriculum team is striving to implement integrated and applied curriculum activities throughout the school. Your responsibility is to develop an authentic assessment strategy that will work with a unit of study you have developed. Consider using a variety of strategies and tools that will ensure you have fairly measured student growth and achievement.

Evaluation Rubric

Self-evaluate your plan using the indicators below. Place an X on the line indicating your accomplishment.

1. Assessment plans align with authentic tasks.

    ____

    In Line Right Direction Off Line

2. Assessment strategies and tools are student centered.

    ____

    On Target Slightly Off Center Complete Miss

3. Student skills and outcomes are the focus of the rubrics.

    ____

    Sharp Fuzzy Blurred

4. Assessment plans will fairly measure intended achievement.

    ____

    Fair Pretty Fair Unfair

5. Overall, the assessment plan was well done.

    4__________________3____________________2___________1

    Well Done Needs Improvement

List the things that need improvement.

Integrated and Applied Curricula Conference

Where Do We Go From Here?

Developing the 1995-96 Action Plan

Integrated and Applied Curricula 1995-96 Action Plan

Name____ **Date**____________________

Proposed Project____

What are the steps, events and activities of your change effort?

What is the sequence of these steps, events and activities.

Who will be responsible for them?

What will be the driving and restraining forces that will effect your plan?

Driving	**Restraining**

What will be the major restrainers?

How will you reduce the restrainers?

How have some of the above concerns (1-14) been addressed in your plan

Questions to Ask About Your Proposed Change

1. How will you establish a sense of urgency about the change?
   a. competitive analysis
   b. clearly communicating urgency
   c. timing

2. Who will be the coalition that is guiding the change?
   a. 5-10 in small organizations
   b. 30-50 in large organizations
   c. common commitment

3. Will the coalition be able to develop a picture of the future regarding the change that is relatively easy to communicate and will it appeal to customers, stakeholders and employees?

4. How will a shared need for the change be articulated?

5. How will the compelling business or educational reasons for the change be communicated?

6. Will the vision be communicated thoroughly, broadly and frequently using an array of existing media and mechanisms?

7. Will the leaders be involved in the process of facilitating the change or will they be more involved in the content of the change?

8. Have obstacles to the change been identified?

9. Will the correct people be involved in helping remove the obstacles to the change?

10. Is there an understanding of "fault tolerance" by those who will be involved in the change?

11. Are there some small win situations planned and are they connected to clear measures that can provide evidence of the small wins?

12. Are other systems aligning with the momentum of the change?
   a. rewards
   b. policies
   c. structures
   d. performance evaluation
   e. information
   f. political
   g. leadership/management

13. Is there a shared responsibility among the stakeholders for the success and failures of the change?

14. Is there a way to measure the overall success of the change process?

Evaluation Form
Integrated and Applied Curricula Conference
June 27--29, 1995

Please complete the following evaluations. Circle your response according to the following scale. **Give this evaluation to a project staff member at the close of the conference.**

5 = Excellent = E
4 = Very Good = VG
3 = Good = G
2 = Fair = F
1 = Poor = P

Tuesday, June 27	Mean Score
1. Welcome and Overview of Conference	4.07
2. Action Planning for Conference	3.77

Comments:

1:00--2:30 Breakout Work Sessions--mark only the one you attended

3. Wisconsin Developmental Guidance Model--How Does It Fit?	4.63
4. Developing Assessment Tools	4.71
5. Partnering--The First Step in Team Development	4.09
6. Task Development: Where To Begin	3.84
7. Learning Strategies	4.36

Comments:

General Session (Panel)

8. Implementing Integrated and Applied Curriculum--Administrators' Perspectives	3.45

Comments:

Wednesday, June 28

8:45--10:15 Breakout Work Sessions--mark only the one you attended

9. Team Building Experiences	4.75
10. Implementing and Enhancing School-Based Learning For All Students	4.00
11. Learning Strategies	4.24
12. Developing Assessment Tools	4.75
13. Team Teaching and Other Delivery Strategies	4.59

Comments:

10:30--12:00 Breakout Work Sessions--mark only the one you attended

14. Developing Portfolios	4.43
15. Partnering--The First Step in Team Development	4.40
16. Mentoring	3.57
17. Open Work Session	5.00
18. Planning Staff Development For STW Initiatives	4.43

Comments:

1:00--2:30 Breakout Work Sessions--mark only the one you attended

19. Introduction to Wisconsin Instructional Development System	4.17
20. Planning Instruction Based on Authentic Tasks	4.46
21. Fundamental Change	4.73
22. Planning Staff Development for STW Initiatives	4.54
23. Open Team Work Session	4.86

Comments:

2:45--4:15 Breakout Work Sessions--mark only the one you attended

24. Career Majors as Curriculum Organizers	3.75
25. Leading and Facilitating Teams	4.38
26. Developing Portfolios	4.75
27. Introduction to Wisconsin Instructional Development System	4.88
28. Team Teaching and Other Delivery Strategies	4.48

Comments:

Thursday, June 29

8:45--10:15 Breakout Work Sessions-mark only the one you attended

29. Open Work Session	4.80
30. Leading and Facilitating Teams	3.80
31. Needs Assessment for Strategic Planning	3.46
32. Developing Portfolios	4.25
33. Planning Instruction Based on Authentic Tasks	4.32

Comments:

10:30--12:00 Breakout Work Sessions-mark only the one you attended

34. Developing Assessment Tools	4.73
35. WDGM--How Does it Fit?	3.50
36. Team Building Experiences	3.91
37. Career Majors as Curricular Organizers	4.40
38. Task Development: Where To Begin	4.33
39. Open Team Work Session	4.84

Comments:

Wrap Up General Session

40. Where Do We Go From Here?	3.87

Comments:

Conference Logistics

41. How did you like the organization and structure of the conference?	4.67
42. How helpful were the sessions in helping you achieve your conference goals	4.42
43-45. How did you like the food?	
43. Food at UW-Stout?	4.65
44. Food catered to Chippewa Valley Technical College?	4.38
45. Cookout Food?	4.84
46. How were your accommodations?	4.08

47. Please write your comments. Use the back of the page if necessary.

Evaluation Comments
Integrated and Applied Curricula Project
Summer Conference-1995 UW-Stout

1. Welcome and Overview of Conference.

- Too long.
- Took too long.
- Too long.
- Covered are the semantics of the conference.
- Good idea but too much time spent on this.
- Good to make task known at start.

2. Action Plan for Conference.

- Action planning explanation was confusing! Whole school or individual? Have one person explain. Two points of view.
- It would have been nice to know more about the action planning ahead of time-especially for those of us who did not attend last year.
- A bit confusing, should have been done after a few sessions.
- Too much "dead" time at the start 8-9:30. I can understand the schedule day 2 & 3 but....
- Action plan was very effective in helping me develop me develop a structure for my learning.
- Nice explanation of conference logistics and expectations. Directions for development of the action plan were not always real clear.
- Stabilizing inf. session generates a comforting effect! Even with the preparation, the goal and objective setting were difficult to agree upon in large group.
- Have a profile of participating members and the nature of their experience and or participation.
- Action plan - for our school system vague connections at this point.
- Moved too slow, didn't seem organized.
- On overview don't assume everybody had attended the previous conference.
- Confusing.
- Difference between school to work and integrated and applied curriculum. I did not expect specific goals as outlined by LVEC for district.
- Anxious to become productive.
- The format for this conference is very good because I will take back ideas and end products to use.
- Well Organized.
- Covered all the semantics of the conference. Excellent starting point - action plans.
- Addressed are questions/concerns from audience - liked "roving mentors" - helped group get over roadblocks in group thinking.
- Mike and Howard were both well organized and concise.
- Good idea but too much time spent on this. Opening remark, would have been more effective if shorter - to me the morning was wasted. I suggest opening with a motivated speaker on integrated curriculum and spend 15 minutes on action planning.

- Since I wasn't here last year and am alone from my school district more direction on the action plan would have been helpful.
- Gave goal - individualized.
- Good to make tasks known at start.
- Initiate a clap after introducing a new speaker.
- Well organized, A good way of starting and looking ahead.
- Allowed us to work and think through what we wanted to get from the conference.
- It was nice to know expectations early. This was confusing. It took a while to understand what you wanted.
- Helped clarify some concerns.
- Too boring for an opening. We needed a charge! To get things going.
- Excellent exercise it gave focus to confusing activities.
- It was good to have the presenter walk around and help with action plans.
- The time for working on our goals, objectives, etc. was helpful.
- Allows participants to focus on goals.
- Howard Lee explained task simply and gave time to do so Ms. Wacker gave confusing direction.
- Overview to 10 minutes or LESS!
- Dr. Lee was very helpful on a one to one basis. Welcome - the first time people were very confusing.
- Direction was confusing. Might be a need to write two action plans: 1. personal goal during conference, and 2. personal goal to back in school district.
- Guidelines (written) for action plan seemed quite clear but the verbal instructions from the "tech prep" lady were very confusing.
- Good recap on actions taken as a result of last years evaluation: administrators workshop was excellent. What about a follow up with scheduling planners.
- Gabe Wacker disrupted the flow with her comments. Howard Lee should have discussed goals/objectives/actions more than he did. Insufficient inf. prior to completing the action plan.
- Did not need to review as much as Mike did. More time needed to work on this stage.
- Not a very motivational intro. - 1st 15 minutes better with explanation of conference and expectations. Confusing - Lee had a completely different idea of goals than did Gabrielle. Only have one person in charge.
- Action planning good for start but comments by conference leaders were not extremely helpful.
- Start a little sooner, 9:00 AM.
- Very well planned - I enjoyed the time that we could network.
- Well organized and too much time between segments.
- Confusing criticism of what the action plan should be. Sarcastic humor of Howard not appreciated (Overview redundant in places)
- Confusing between "Action Plan for the conference" and "action plan for the local school systems".
- Howard spoke on developing an action plan for this conference vs. Gabe who talked more broadly like an action plan for implementing at your school. Results = Confusing.
- I was a bit confusing - were we supposed to be realistic in terms of goals for conference or idealistic in terms of finishing school goals in 2-1/2 days?
- Overview complete and succinct. Action planning confused by Gab's comments.
- Detailed ; informative- both; Dr. Lee circulated as did Dr. Galloy- assistance provided.

3. Wisconsin Development Guidance Model--How Does it Fit?

- The presentations was superior. The sad fact remains though that no one is in charge of the chaos in our Wisconsin schools and no one or ones (teachers, counselors, parents, shared decision - making) is empowered to find clarity in the chaos.
- OK. More for WWTC.
- Very good review of WG Model and how it correlates with other STW initiatives. Handouts were very complete.

4. Developing Assessment Tools.

- Gave great examples of rubrics and how to use different assessment tools!!!
- Well presented.
- Very well explained and useful.
- Very clearly presented - enjoyed reference material.
- Very informative and helpful in assessment tools.
- Liked the work session time to practice inf., develop ideas that "popped" during session - TIME to actually process what was heard!!!
- It really brought some new ideas to light for me.
- Excellent resources - got to share and compare and complete our own - great!
- I had heard the terms, but Mike helped to provide the substance!
- Handout Excellent, would be nice to know ahead of time which sessions include significant time for team member work. This was wasted time for me in 1st session because it was without team.
- Excellent overheads. - Involved class in developing as assessment rubric.
- Work time was nice.
- Good handout, well planned, adequate time for work.
- Sample & explanations created group / individual analysis & creation of team project variables for specific projects (specific schools).

5. Partnering -- The First Step in Team Development.

- Good examples - nice handouts.
- Too much work time, when you are working independently. Would have appreciated hearing more variety of activities. Brainstorming would have been good.
- Real people doing real things, workable suggestions.
- Speakers very enthusiastic - neat ideas.
- Teachers were enthusiastic.
- Great presentation.
- Well done but not much new information.
- Good job in presenting model but a better job could have been done by giving more information on partnering techniques.
- Presenters were well organized with concepts explained with relevant examples.
- Good visuals and ideas specific.
- Good and very good to permit team work time immediately.
- Great enthusiasm - mentoring - good idea.
- Provided a good map for preparing to integrate.
- Very good presentation. After leaving I was very excited about some ideas. The mini action plan was very nice. However, it was difficult to see from a distance.
- Provided a good flow chart for setting up an action plan.

- Well organized - illustrated well how their integration worked.- Should have spent more time on finding common ground between participants.
- Good organization. Visual on wall was too small. Hand out action plan sheets at the beginning. Not what I expected. They were two people who made it work. However, they did not take a leadership role in helping the audience make it work. They should have had a complete action plan to give us.
- Great! We developed a similar program after seeing this session.
- Very concrete and made integrating look doable.
- Presenters were organized with concept- explained with relevant examples.
- Good visuals & ideas specific.

6. Task Development: Where to Begin.

- Mr. Schilling was a very effective down to earth speaker who had practical experience. Mr. Hogan brought some very useful resources.
- Sparta inf. was very detailed.
- Sparta, way too detailed didn't pertain to task development. Shilling went 75 minutes leaving WWTE only 15. Didn't he know he hogged the presentation? WTC was good but too short.
- Schilling referred to girls in his classes as "little girls" and "Miss Prep". This was frustrating as it deleted much of the quality of the presentation. The session didn't accomplish the intent/description - "where to start". It was more show and tell. The 2nd part was from WWTC STW cord. - it addressed the description of the program.
- Needed more inf. on "where to begin" It was a very good presentation, but not what I needed to get started.
- I would have liked more on resources for redesigning curriculum, Mr. Hogan.
- No opportunity to be active.
- Need more information about what Tech and 4 year colleges are getting done with competency administration.
- Information from the teachers actually teaching is always the most beneficial. Presentation of resource material was concise and relevant.
- The session was very interesting but did not seem to relate to developing tasks very directly.
- Too much time devoted to history of integrated humanities clad - not enough discussion of class substance relevance to teachers and students, relevance to life itself and after high school.
- Jim Shilling gave good presentation explaining how Sparta started. Kerry gave history of useful inf. to participants. There was not any work assignment time, if this was to be done.
- Very good presentation - but how relevant to the overall curriculum in this - not sure it is really on the level of an AP course.
- Would have been more productive to talk equally with Kerry Hogan.
- Good resources and handouts.

7. Learning Strategies.

- I would have liked inf. on how to account for different learning strategies in the classroom.
- Knowledge of diversity to match style of teaching.
- Delivery method should have paralleled the message of the session - Then recapped the what and how delivery system used!
- Interesting and informative.
- Information not new - comparable to EDU 101.

- The most practical information to apply with in the class.
- Good activity and handouts.
- Valuable insights, well rounded discussion and good resources.
- Welty is energetic and informative plus he wears cowboy boots!

8. Implementing Integrated and Applied Curriculum--Administrators' Perspectives.

- Too slow!!!! Job shadowing handout good! Computer was good. (AV needed for all presenters) What did Bay View do? I didn't get it!!! Bill Bomber is good Pat Brooks slow - do handouts!!! Ed K overhead too small to see! Too slow!!!
- Was not a panel.
- This would have been better as a break session.
- Never was helpful to me personally.
- Interesting but not very relevant to classroom teachers.
- Things are moving. The application need a revision!
- Seemed like administrators were blowing their own hours rather than talking about problem solving.
- Good handouts. Could we have school district names and contact people phone #s. Great ideas and enthusiasm! Nice to know what great things are going one!!!
- Stories on "what I did" interesting but does not seem to be as useful as is needed. Change = money to our districts policy.
- Good role and principal in A & I curriculum.
- Too fragmented speakers weren't well prepared, more specifics needed.
- Disjointed. Connections needed to be made between speakers.
- D'Amato too long!!! Ed Kovochich - stick to time schedule!!!
- What about tech college administration? This did not pertain to me.
- Not enough time for Q and A.
- Several were difficult to understand. They rambled on.
- Wasn't a "panel", it seemed more of a show and tell for some of the administrators, and some of them weren't clear or direct to the point at hand.
- If this is done again - select administrators who understand STW.
- Prime source input interesting; network potential for use in staff development or in-servicing.
- Did not understand job shadowing connection to admin. perspectives.
- More time for questions would have been desirable
- Good, practical inf.
- Panelists could have been more specific about how and what to implement tech. prep. Some were very good, others were not.
- Specifics- various routes
- Keep 5-10 min. time frame so there is time to answer questions. Overheads are very poor. They are difficult to see. State names again before they speak, so we can note. Names were difficult to see also..
- Boring, except for Mr. Pat Brooks.
- Job shadowing was very boring. Bill Bomber was insightful. Pat Brooks was good. Ed was fine.
- Helped clarified the need for implementing integrated & applied curriculum.
- Two of the principals were good speakers & very interesting.
- Some of the presenters were interesting and on topic, others were too vague and general.
- This was helpful for me. I wonder if most administrators feel this way.
- All seemed well informed about integration-presented some good comments from extremely active to trying only a few integration ideas.

- Panel needs to present information to the other administrators! Information does not aid teachers to implement curricula-teachers do not have the power to do so.
- Very enthusiastic & informative.
- In a short time - a variety of observations.
- I would have preferred to hear more from the administrators-what the teachers had to say didn't seem to fit under this topic. The administrative perspective in an individual school or district is probably the most important single factor in whether or not projects like these will succeed.
- Interesting to know what other districts are doing for potential resource contacts; some speakers were too long winded. Six minute time should have been maintained.
- Don't understand why Julia D'Amato went through her presentation. It was not a "perspective" by any means! And, way too much time. Gobert-OK. Bomber-better. Brooks-finally, someone who addressed what the session was meant to do-very good presentation. Kovochich-very good, very interesting to listen to and committed to this.
- I really enjoyed hearing success stories of Bill Bomber. I don't know if Julia D'Amato fit here. She's hired for integration, the principals weren't. There were too many speakers and no time for questions.
- Mauston & Whitewater good. Juneau-OK. Other guy-poor.
- Could have done without job shadowing presentation during this block. What about a job shadowing breakout next year.
- Excellent ideas on problem/situations.
- The overhead of the principal from Juneau needed to be larger or paper copies provided- difficult to follow.
- Too much stuff, not enough time. Bill & Pete were very good (informational & interesting). Fat guy made sense.
- Set aside more time for this - let each person talk more and answer questions individually.
- A few presenters assumed that we knew what they had done in their schools-false assumption. Each should have included what they had done.
- All perspectives at panel were valuable. A "brief" one page summary to take home would have been useful to help "jog" the memory at the basic content of the panelists.

9. Team Building Experiences.

- Very helpful.
- These people were outstanding! Real down-to-earth and realistic. They were sincere and honest providing both positives and negatives. After hearing them, I'm excited to get to work in our district.
- Very good for understanding teacher team & building successful working atmosphere.
- Presentation was excellent, learned we use portfolios more than we realize.
- Actual experience and concrete suggestions
- Excellent presentation, work time exercise was great.
- John & Ann handed out a lot of good information that I can use this year and in an inservice that I will be giving.
- Excellent presentation-a source of energy I will share with others.
- This session was great! These are "real people" describing what goes on in the real world.
- Excellent presentation and handouts. I didn't see this as a workable situation for my school.
- Very well done. No work time given.

- Beautiful! This is our district's new model!
- Well done. You might consider having panel discussion with South Milwaukee's entire team.

10. Implementing and Enhancing School-Based Learning for All Students.

- Appreciated opportunity for input; she'll (WTCS) use in revisions & planing.
- Very open to suggestions and willing to assist us and learn from us. Something scattered and misleading session title.
- I wanted a little more concrete hold on what is expected.
- Appreciated the opportunity to react to this DPI initiative.
- Informative.
- Good exchange of ideas -"give and take". Review of a step model was very good - model makes sense.

11. Learning Strategies.

- How students' process information. I thought it might include a teacher activity for incorporation in classroom sit & get!
- Very dynamic.
- Very dynamic presenter, good information.
- Very enthusiastic & good presentation skills.
- I learned many things about myself & prospective students.
- Very interesting. Would have liked another hour; great information
- Would have enjoyed more ideas how to use inf. Otherwise, very enjoyable.
- Repetitive inf. I had previously.

12. Developing Assessment Tools.

- Good materials. I can try.
- Finally I understand what the hell a rubric is. Thank you!!!
- Well done! A good balance of information and work time. The results will be used during the next school year.
- Well organized. Good handouts.
- It was excellent. I thought all the models were very helpful.
- Presented basic types of assessments (besides Rubrics). Had time to develop personal assessment tool.

13. Team Teaching and Other Delivery Strategies.

- Excellent. The best presentation that I saw as well as the most practical.
- Good, but I wasn't sure about what the other strategies were. Team teaching was nicely modeled.
- Excellent modeling.
- Excellent working experience (& inf.).
- This was an excellent session. They had many methods of teaching.
- Excellent delivery.
- Helped in understanding the interactions of team members.
- Less time could be used in introductory materials; more time needed in team teaching strategies and hands on development of integrated units. Handouts were well handled- good to have resources for home reading.
- Good interactive activities.
- Practical, touched on lots of relevant issues.
- Good presenters, enthusiastic, worked well as a team.

14. Developing Portfolios.

- Focused primarily on career portfolios, not as an assessment tool. I would much rather had a presenter that looked at both not just career portfolios.
- Great. I can really use this.
- Very thorough; good information; good handouts.
- Excellent! Practical! Useful!
- Good, organized and diverse presentation. Excellent networking.
- I was very ignorant on the subject but now I feel competent enough to start.
- I wish we had more time in this session.
- It helped answer a lot of concerns.
- Good examples - enjoyed sharing ideas and activities.
- Examples of portfolios needed to be viewed or hands-on material.
- Good overview.
- Good for initial ideas.
- See more models - Deforest, WI.
- Gained some ideas, will apply some ideas this year.
- Good working session on what should be content of portfolio & thoughts on practical matters of cost [sic], responsibility.

15. Partnering - The First Step in Team Development.

- Good inf. I got some great ideas from this session.
- List of good ideas.
- Nice visuals, good presentation.
- Very informational & good visuals.
- We will use Whitehalls for help.
- More relevant for middle / elementary school teachers.
- Nice balance of disciplines. Good examples provided. Good ideas generated for me within my own discipline. Thanks. I'll merge creative writing Jn/Sn level with 3rd graders.
- Some very good ideas on how to integrate MS and elementary.
- Excellent information. This section pertained to my situation. It offered me many ideas.
- Many new ideas, although no work given.
- Excellent enthusiasm and examples. Wonderful to see 7th and 3rd grade involved.
- Very informative. Would like to see more details.
- Great to see people so enthusiastic.

16. Mentoring.

- Super! Really helped.
- Didn't relate to students and MS teachers.
- Was anticipating a session on mentor programs for student to student.
- Excellent handout, and presenter was willing to serve as a resource, knew difficulties because he has been involved in this.
- Informational format is strong. Follow up for creation was weak.
- All lecture - materials on handouts already.
- Work session description wasn't thorough enough. I wanted information on student-to-student mentoring.
- Informative! No need to read to us from the good & informative handout.

- Good ideas but talked too much about what is done just at Stout not about some different possibilities.
- Handout was valuable. Don't know another way of delivering but there probably could have been a mentoring exercise.
- Very organized, good inf. and handout.
- Good guide for future development of mentoring program.
- Howard Lee gave an information on mentoring and how localities can adapt from plan.
- Great handout!
- Needed to be translated more into H.S. situation.

17. Open Work Session.

- Nice to have work time with team members.
- It was worthwhile to come together as a team and share notes from session.
- Great to have time to work and use strategies learned.
- Worked on Rubrics & Action plan just learned in last session. Networked with Mike Galloy.

18. Planning Staff Development for STW Initiatives.

- Great materials for future modeling.
- Very valuable information & a well structured project with adequate work time.
- Clear, concise & practical. Our team developed a plan for in-service & staff develop. programs.
- Well organized, excellent ideas, good work time, excellent presenter.
- Interesting suggestions. Good clarification & resources.
- It would have been more beneficial to have more time for the presentation.
- Would have appreciated more time for Lyle to talk with us and plan.
- Lyle had some good handout material, and he set aside time for people to develop staff development plan.
- Excellent handouts.

19. Introduction to Wisconsin Instructional Development Systems.

- Good presentation on WIDS-got demo disks.

20. Planning Instruction Based on Authentic Tasks.

- Good examples & handouts. Excellent presentation skills
- Good.
- Excellent! Good presentation, very well organized; nice handouts. I can actually use. Makes me excited about using this method.
- Excellent inf., practical examples speakers presented with an interesting format.
- Very down to earth practical ideas. Clarified definitions - State initiatives.
- They were the best presenters I have seen yet. Very interesting and informative.
- Good job, Jerry.
- Very informational. I enjoyed the modeling.
- Some interesting information in regard model, need better tasks to the H.S. level.
- Beneficial - useful to the development in my classes this year.

21. Fundamental Change.

- Testimony of your success/attempts is good but liked pink-blue-lavender - "Neon yellow" approach is great.
- Excellent information and useful examples to be considered.
- Insight will help in looking at freshman charge model.
- Very informative, good presenters, organized helpful materials.
- Informational & informative.
- Fantastic examples; super presentation.
- Good to hear both administration & teachers points of view. Very exciting and rewarding.
- What we teach (curriculum) & how taught the essence of change /Brooks Fallin -provided "nitty gritty".
- More discussion on how the change come about.
- Excellent, need more like this.
- Nice mix of plans and experiences, enthusiasm was contagious.
- Pat Brooks- great. He and his system implementing real change great risk-taker.
- Good practical approach to system change.
- Made a lot of quick statements. That over simplified the issue.
- Excellent! The team approach was refreshing!
- Honest presentation - with cautionary note - you are on your own. I left inspired.
- Dynamic presenters, good examples.
- Please duplicate their vision and send to my school district.
- Hearing from a principal was informative; sounds like Whitewater is on the cutting edge.

22. Planning Staff Development for STW Initiatives.

- Good handouts, good activity.
- Good to excellent handouts.
- Excellent information & strategies presented. Good ideas to go back & implement and handouts to support this.
- Very good & supportive. Most practical and applicable. Good clear directions. Good reading for homework.
- Tried to cover too much in his 1/2 hr presentation. He blew through his handout way too fast. Content was good however and the activity was excellent.
- Very thorough!
- Explained the How and Why of applied and integration.
- The information received will help in the staff development I am planning for upcoming year. Very knowledgeable.
- My team wasn't present but the inf.. was important & valuable.
- This could and should have been a 2-4 hour block.
- Lyle did a excellent job at showing how staff development impacts the school reform process. Excellent handouts.

23. Open Team Work Session.

- We needed this time to work.
- We needed this time! Thanks.
- Able to work on specific goals with team members.
- Our team was able to do some good planning

- Our team had a great opportunity to synthesize the inf. gathered thus far.
- Great! We worked well together.
- Used computer at center! Made our paper.
- Group able to work on action steps.
- Very necessary.
- We made excellent use of this time.
- Got a lot done.
- Really productive after hearing So Milwaukee's session.
- Nice time to have this and set goals.
- Time well spent. Thanks for block of time.
- Formulated feasible plan.
- Fairly productive.

24. Career Majors as Curriculum Organizers.

- Gave me another way to approach integration.
- Needed a more interactive delivery technique late on a busy day. Teachers are likely to slow down the after school at dismissal time.
- A useful model, although some rehashing of old ideas.
- It's a new concept & not yet well understood. Information was not totally clear.
- Structure of model well defined but specifics on implementation not addressed.
- Good presentation.
- A little difficult to understand because I was not familiar with the content . A unit was completed.
- Resources practical.
- Structure of model was well described.
- Good organizational tool.
- I have a hard time with the term "Career Majors". Based on what was presented, the term "Life Skills" is more appropriate.
- Good theoretical construct to frame authentic learning experiences.
- Confused with terminology.
- Would be more clear if career majors was changed to life skills. Title of inservice a little unclear.
- The documentation presented to the Tech Prep Consortium uses 50 cent words to disguise vague notions. The presenter was very good. He made the framework workable.
- Not real dynamic. Hard for me to follow.
- Need to get the package he used for overheads.

25. Leading and Facilitating Teams.

- Excellent!
- Was more directed at administrators. Should have been identified that way.
- Too conceptual.
- Teams must be empowered and give them support to do job.
- We needed a lot of time of lecture inf.. (not his fault) so not much time for activity. Great inf., really helped me figure out our barriers.
- Could be blocked into 3 hr. session. Excellent information to implement ideas and programs.
- Speaker organized and presented practical inf.
- Why teams without support and direction fail.
- Good insight of what is necessary to create teams. Top down vision or mission to motivate a grass roots development through contracting.

- Good presentation- enjoyed the exercise, very useful information to have for leading teams.

26. Developing Portfolios.

- A lot of good ideas.
- Great. Now I know how to use a portfolio better.

27. Introduction to Wisconsin Instructional Development Systems.

- Very effective, thorough, well done.
- Good presentation.
- Great system - No to get local district to purchase [sic].
- Looks like some great stuff!
- Gess philosophy,- need more application.
- The WID's program was explained and "sold". It is a cost [sic] was at [sic] a school district with Tech. College.

28. Team Teaching and Other Delivery Strategies.

- Nice role playing Great handout. Good presentation, good activity.
- Good ideas made me think again about integrating.
- Very good delivery, very good sessions.
- I knew a lot of this from team teaching.
- Well organized & prepared! Thanks, very informative.
- It was interesting, worthwhile and fun!
- Good hands on activities.
- This was the only session I worked in too. Good experiences.
- This was really helpful.
- Great use of role playing. Also excellent group activities.
- Great. I enjoyed the clock idea and plan to use it.
- Good handouts and activities.
- Dynamic presenters.
- Would have been helpful to meet with our team to discuss actual lesson ideas. Although it was interesting to meet others, it wasn't as practical.
- Fun!
- Nice job.
- Great enthusiasm and creativity. Good handouts.

29. Open Work Session.

- It was terrific to be able to work with all three teams.

30. Leading and Facilitating Teams.

- Excellent handouts. Good information!
- I learned a lot!
- Good handouts; nice presentation, good information.
- Well done but the time factor cut the summary down. This will help us move ahead with our agenda.
- Ran out of time.
- Too class like - too many words, models, etc.
- Very few concepts that were new but I did like the alignment of the blocks all based on our product: students. Good to keep in mind.

- Good handouts, discussion, some preaching.
- Seems to be one of the more educated speakers- very insightful and direct.

31. Needs Assessment for Strategic Planning.

- Good job. Practical application not just theory.
- Good handouts. Presentation lacked enthusiasm.
- Wonderful! New information clearly presented - useful.
- At times a little difficult to understand measurements. Not enough time for explanation.
- New ideas I can use.

32. Developing Portfolios.

- Good material, well presented.
- Useful information.
- Concrete ideas.
- Well organized and developed, process is an important as product. Excellent research and background provided.
- Good, informative. Many good ideas and inf. I did want more student motivation to keep portfolios ideas.
- Excellent job, many examples & HO.
- Good information on the status of portfolios. Our school system-has done very little-I believe starting in the 8th grade 95-96 - no encouragement for classroom portfolios.
- Good information and pros/cons.
- Good range of examples provided including excellent handouts. Use of overhead allowed focus . Nice job answering questions.
- Will use this.

33. Planning Instruction Based on Authentic Tasks.

- Put large display on Scientific method on an easel, so overzoned could see it better.
- Redefined authenticity & the importance for the final step of application.
- Excellent presentation, on target.
- Extremely full.
- Focused on instruction which is what I need. Good session.
- The idea of trade content for authenticity? Must concentrate on integrate!
- Great materials. How to move this beyond theory to reality in our school is key?
- Too much information to process.
- Shortage of handouts.
- Extremely knowledgeable.
- Information was very good, but visuals were poor and out of focus.
- Well presented. Time to plan an instructional lesson on our own would have been beneficial.
- Concise statement on how to make effective authentic teaching.
- Excellent examples! Very energetic.
- Information was explained very well and will be used in the classroom. Topic was slightly intense for the amount of time allowed.
- Presenters were excellent.
- Interesting speaker, good handouts, fun activity.

- Talked almost the entire time - too much- too much just giving list of techniques we already know. No work time.
- Brought connections together from my experience with Fartier & Redman's explanation. It's still difficult for me to do.
- Not new material.
- Excellent handouts.
- Redman and Terry Hogan are dynamic leaders in WI. Their approach to topic was excellent and very useful.

34. Developing Assessment Tools.

- Good handouts overheads. Humor adds a lot. Activity was excellent.
- Excellent handout & explanation! Good food for thought. I left with ideas to take back with me.
- Informative - will help to meet need for PT.
- Interesting & informative. Definitely a challenge to into curricula.
- Good examples of rubrics and references.
- Right on Mike!
- Good information-will be useful in creating our own and presenting to other teachers.
- Well organized, knowledgeable, enjoyable to listen to.
- Well organized, positive attitude and positive enforcement, welcomed sharing of resources.
- It was very valuable to get all the different examples.
- Good job, good examples.
- Good to have at the end of the seminar.

35. WDGM--How Does it Fit?

- The flexibility to adapt to change has to be part of the guidance theme of 21st century. We all understand & work together for future student success.
- Stimulating thoughts on significance of child dev. on planning instruction.
- Dry- not applicable- "How does it fit" was not covered.
- Not applied directly to the integrated and applied paradigm.

36. Team Building Experiences.

- This team did not in anyway teach authentic tasks.
- So good that I went twice!
- Sounds like they have an interesting program.
- Too much reading off of transparencies.
- Realistic.
- Needed better introduction. The cause description did not give enough information that this was for building [sic] teams. Some very practical ideas were presented.

37. Career Majors as Curricular Organizers.

- Len Sterry did an excellent job.
- Great discussion and sharing.

38. Task Development: Where To Begin.

- Interesting but rather slow moving. The first speaker used all but 2 minutes of the time slot. This forced the second speaker to rush through and our session went over time. This was unfair to the second speaker.
- The "battle "stories" are a big help at this time.
- Maybe more general- small details and procedures aren't all that helpful - framework and process to me are the focus needed for task development.

39. Open Team Work Session.

- Communication was great.
- Very productive, made lots of plans.
- Computer work to prepare for the upcoming school year.
- This time I was able to work with the team that I primarily participated.
- We got a lot of work done!
- Valuable time to finalize action plan.
- We really needed final planning time.
- We could use more time to work together with leadership available.
- This session should be open team work session only.
- It is good to have time to work together.
- Focused together well.
- Needed the time to develop our plan for next year, and this was great.
- Able to complete goal sheet.
- Got the job done.
- Work sessions were vital in order to absorb and process inf. through applying it to home situation.
- Excellent.
- Developing future plan.
- After all team members were able to come together with inf. from last 3 days so work session was easy.

40. Where Do We Go From Here?

- The exercise made us think and grapple with very real problems.
- We were able to develop an effective & useful plan.
- Already completed in one of the break out sessions.
- Short & sweet but good direction for follow up.
- Needed more directions.
- Session too long - many have a long drive.
- This conference needs to be expanded to the middle/junior high levels, and hopefully to the elementary level.
- This gave a name plus structure to change processes.
- I think all consumption [sic] should be active in this workshop. This is very hard to implement when you are the only person here.
- Allowed my team to develop a plan (organize our thoughts) for fall.
- Good closure but vague in direction.
- Already accomplished this sequence previous night.
- Repeat of information already presented.
- Redundant action plan - we've been working on it for the last 3 days and now you want us to do it all over again? This should have been introduced on day one. Too much for the last activity.
- Very large question.

46. How were your accommodations?

- Not polite staff, errors made on our bill.
- Best Western needs some attention - really run down. no ice, check in and out process very poor.
- One of our guaranteed rooms at Best Western was not available for one of our team members upon arrival at 11P.M. Monday. They did finally put him in a room. There was a great deal of confusion at check-in. but check-out was fine.
- Rooms need to be remodeled and aired out. There were not enough non-smoking rooms!

47. Please write your comments.

- Enjoyed the Breakout Work Session! This was more helpful that the sit & get method. Have all presenters use visuals, handouts and activities to have participants work towards a plan. It would be better to also include other teachers that would be working with us to develop action plan. then they have a stake in this. It isn't just me coming back to my school with my ideas. It also would help me be more effective. This has been an excellent conference. I hope it would be continued next year.
- Start with a general session in the A.M. because people walk in late otherwise.
- Starting with a section in the A.M., so many people walk in late and disturb. Some kind of general session to begin in A.M. to accommodate lates.
- The chairs in Oakwood and Maplewood rooms are horrible! One sinks into that depression in the seat and it is torture. Get chairs with flat seats please! In spite of my initial fears, I did find information and ideas that will be applicable to my classroom and still fit into the school-to-work program.
- The 2nd day instead of having a fourth option of presentations have simply a working session. That way you won't feel as though you're missing a good presentation and will use the time as an opportunity to work with your school / district. Maybe have brief "Carousels" of ideas, and you could visit a table for 10-15 min. and move on.
- Excellent conference. Thanks.
- A possible evening kick off and 2 day conference format may be as good. In future may need to design session for new teams and then for teams that are more advanced in the process of integrated and applied.
- All involved have done an excellent job of organizing this year's conference in response to our evaluations & suggestions. I hope to encourage others from my school to attend next year as this conference has developed in strength of forms, & it has been very helpful. The sharing & networking is top-notch in opportunity! Thank you! It is exciting to be a part of this effort. Stout personnel have offered wonderful support throughout the year as well! Thank you for the portfolios. Those worked very well!
- Everything was great! I've learned a lot.
- Enjoyed. Good information. Move it to the teacher level.
- Tech collage too small area for everybody to eat.
- Great conference.
- Excellent session. Much better than last year.
- I wish the Super 8 motel would work with the university and give reduced rates to people who are attending Conferences and classes at Stout. The Cookout was a fantastic idea. It was great to socialize and to make contacts, networking. The schedule was well thought out and I also enjoyed the activities that each session provided. It was good to apply what was presented. It helped make the connection from conference to school applications. Great job!

- Great conference & workshop! Organization, topics, presenters & resources.
- This conference is an excellent mechanism to develop STW efforts in Wisconsin. To improve screen presenters. Also, require attendance of participants, from start to finish. How can we get more districts involved?
- This year's workshop was vastly better than last year's. More information was given in a timely manner and because it was in smaller bites, it was much easier to digest. Strongly suggest the same format for next year . Would also like to recommend having experts to individually evaluate districts and schools on integration progress.
- Thank you for organizing the conference. The format and sessions content were useful for developing integrated curriculum models & strategies for implementation at the local level. Please continue the effort next year.
- The conference was very good. I only wish that someone else from our school district was in attendance. It would be more meaningful to come as a team and really be working toward integration. I have gained a lot of information and understand the school-to-work initiative better. Hopefully by next year we will have a team in place and can come to work on specific projects.
- Break-outs worked well -all very good kept motivated. Sessions very helpful . Food could provide more choices in low fat meals, variety of whole grain breads , plain rolls & bagels instead of muffins & sweet rolls.
- I didn't have an easily identifiable goal, except to reduce ignorance about several areas . I managed to do that.
- It would be good to have teams share their projects from these past years. Also it would be good to bring middle-school/Junior High into the conference
- Excellent food! Very good workshops! Great enthusiasm!
- It would be nice to be done earlier on Thursday to have people with long drives home etc., A working lunch and done at 1:00 would be better.
- Thank you once again for a most useful workshop. We now know how we will present and encourage people in our district to teach with an integrated mind! See you next summer!
- One of the best organized conferences I've attended. I liked the break-out sessions. Daily activities were well paced, just the right amount of work and free time.
- Please include K-12 . Everyone needs to know this.
- Meetings for Applied Math, Chem., Bio, Communications, etc.
- If there is a next year, please organize somehow a time when teams with like disciplines can get together - like Eng./Business, Tech/Math, etc. We're to the point that we need that! Or-How about a day or two session during the school year with like disciplines ?
- I enjoyed the conference very much and feel that I learned a lot of techniques that I intend to use this year. Thank you.
- Roads in town were bad due to construction, but conference was much better than last year.
- Well organized conference. I look forward to bringing another team next year.
- Have teams, or individuals, submit before conference a task, problem, plan. They are working on to Stout, so Stout knows a bit better who's coming with what on their minds.
- Much more information in usable form.
- Very functional and helpful workshop!
- Best Western needs to clean rugs- update bedding.
- Needs more specific examples of Integ. Cur. in the schools. Maybe have a library of copies of written curriculum with the people who wrote it.

- Too much food. There were many good sessions. I would have like to attend more. I attended seven and would have like to attend nine. In conclusion, the sessions were very interesting , useful and a good variety.
- Thank you for the amount of time and effort you have spent to make this conference a success. The conference has given me new information for self development and sharing with others. And it has given me time to connect post information and activities as a part of the integration starting in our district.
- Overall, the conference was excellent. I know the intention was to allow teams/individuals time to work, but most of the sessions I attended ran very close to the scheduled conclusion time dealing with questions and discussions, and very little time was left for work. It was good to hear the questions and discussions; clearly the participants in the conference are involved with integrated/applied curricula and have many concerns. However, the few minutes we were given to work seemed inadequate for what we were asked to do as activities. But this conference was well worth attending and has , once again, provided me with lots of ideas as to how to advance the concepts of applied and integrated curricula.
- Nice job, Mike. I really enjoyed the conference this year.
- I am very pleased with the conference. I thought it was informative and well organized.
- I thought the conference was very worthwhile. It was interesting to hear the variety of methods of integration. I found it valuable to discover that even though our small school could never do a "house" system- we could do many partnering activities. Thank you not only for the opportunity to open our minds- but allowing us time together to improve our school system.
- Good job! Well organized! Ran smoothly.
- Both last year's and this year's conferences were great. I move summer conference would be great to report back on our successes at implementing I/A locally.
- Very good organized conference. You do good work!
- Lets keep it going. We will need help next summer also.
- Excellent conference,- one of the best I attended, well organized and covered tasks pertained to the areas we are in. Conference should be done by noon so families with a 6-7 hour drive can get home at a decent hour
- I would like to extend the conference from 3 to 4 days obtaining specialists in the area of integrated studies, etc.
- Hope you can find funding for next summer.
- As a first time attendee - more is needed on what integrated curricula is- a better definition.
- Setting up the conference as a model for the way in which things should be done was outstanding. I wish formal time for networking have been a part of this excellent conference!
- Conference was 100% improvement from 1994 for following reasons:

1. More focused - less keynotes and more work sessions that clearly connected to the theme of conference.
2. Expectations of participants clear. Plans were started which is first step toward implementation.
3. Social amenities. Picnic's a good idea. Maybe provide some "self-made" entertainment- schools or consortiums could put on skits. Not enough mixing.
4. Folder color codes were a good idea. Good way to organize for planning.

Conference was excellent! Hope it is offered again. I'd like to bring at least 2-3 district teachers if OK. How long will project continue?

6/28/95

INTEREST IN FUTURE INTEGRATED AND APPLIED CONFERENCES

FEEDBACK FORM

1. **Would you like to see the conference continue next year?**

   Yes=69 No=0

2. **How many days? (Check One)**

   Two Days=10
   Three Days=50
   Four Days=6
   Five Days=3

3. **Which dates would be best for you.**

   June 10-14, 1996=8
   June 17-21, 1996=18
   June 24-28, 1996=38
   Anytime=5

4. **List two or three concepts you would like to see at the Third Annual Integrated and Applied Curricula Conference.**

   - Access to applied and integrated curriculum texts. More on team building. More on staff development.
   - Access to applied and integrated materials - reading materials. Ex. America's Choice-High Skills/Low Wages.
   - Results-University Admission Standards. Competencies Model Programs. Working well in S2W. Youth Apprenticeships - are they working?
   - Methods of increasing administrative support. Presentations by successful applied/integrated programs in every curricular area.
   - Expansion of WIDS development. Curriculum development. Assessment.
   - More concrete examples of integrating, authentic tasks, steps to take, references.
   - Specific applied courses (Perhaps most common "Beginning"). Action plan focus for "Down the Road" after initial getting it off the ground type focus.
   - Performance based instruction - WIDS and Best Practices. Learning styles and curriculum - Fogarty and multiple intelligence. Career counseling WDGM level 3.
   - Continue with 60-90 minute sessions. Allow us to choose those of interest to us.
   - More time to create curriculum.
   - Team facilitation.
   - Advanced tasks. Bringing your curriculum into nontraditional subjects and topics.
   - Building of actual curriculum and use mentors to help and assist.

4. **List two or three concepts you would like to see at the Third Annual Integrated and Applied Curricula Conference-Continued.**

   - What do we know about "Good Integrated" curriculum. What are some good models and bad models.
   - Continue with more in-depth seminar - for school to develop integrated curriculum models.
   - Assessment development. Extend into all grade levels (K-12). Successful examples in various areas.
   - Assessment development. Expand into middle level education for transition to high school. (Sort of expanding it down to middle level).
   - Continuation of all. Especially address Rubrics and sharing.
   - Sharing sessions by local teachers. Incorporate computer technology. Internet training.
   - Continue with guest speakers to keep us current in education changes. Allow to continue team building within districts.
   - Multiple intelligences. Integrative thinking activities. Include other teachers that we could develop plans with for curriculum change.
   - Sharing by teams/programs at various stages of integrated and/or applied curriculums or programs. Continued and expanded workshop sessions.
   - Contextual learning strategies.
   - Study groups as a means to seek information for integrating. More examples of how integration has been used on a block schedule.
   - Reinforce areas. Staff planning. Team building.
   - Staff training on integration. Actual implementation of integrated projects.
   - More from staff in academics - local and DPI.
   - School Board members addressing their views of I/A curriculum development; and, how schools can get their boards to see the need for implementing. Techniques used by the trainers to train individuals in other schools.
   - Work-based learning. Career Centers (Regional).
   - Panel discussions on work and integration. Team building continued.
   - Curriculum mapping. Working with industry to find out matches with curriculum.
   - Authentic assessment.
   - Team building. Authentic assessment. Curriculum mapping. Adolescent psychology.
   - Team building. Curriculum mapping.
   - Networking with exemplary programs. Staff development plans.
   - Network with districts already doing team planning and teaching. Learn more about EEN staff role in group teaching/planning.
   - Networking with programs. Using (Computer Technology) in integrated conference.
   - Networking with other teams. Actual tasks and units that schools use. Hard choices that science, math English, SS had to cut out of the old teaching units.
   - More networking with districts that are already teaming. "How To" sessions on selling integration to our district.

4. **List two or three concepts you would like to see at the Third Annual Integrated and Applied Curricula Conference-Continued.**

- Bring in new local team member.
- Career counseling for marginal students. Non-carnegie units for diplomas.
- Outcome-based curricular planning. Networking of successful programs.
- People from industry and business telling what they need, want. Examples of integrated and applied being used. Some possible field trips showing technology, or integrated and applied.
- Alternative grading systems.
- Input from business/industry relative to authentic tasks. Innovations/experiments relative to scheduling, integrated classes etc. - how did they work?
- Sharing of programs different schools have tried. Whitewater H.S. should come back and evaluate their progress. Have sessions for beginning integration teams and sessions for teams which have attended the conference before.
- Step by step process for change. Have Robin Fogarty speak to group.
- Examples of Robin Fogarty's integration plans.
- Alternatives to the traditional "school day structure". Education in the year 2010. . . .
- School-to-Work. Tech Prep.
- Invite guidance staff and school board members.
- Sharing of ideas from schools who have and are integrating curriculum.
- Networking. Team building. Resources.
- The results after two years. Maybe on graffiti boards. Update with credit transfer student to UW-System, etc. Grading issues.
- Integrated curriculum and the DPI: Partnering - Secondary and Post (Tech-University).
- Continuation.
- Schools using I/A in block schedule schools. More of the same - unable to attend all sessions. This reinforces efforts of local consortium.
- Exemplary programs - presented by the participants. Block scheduling and scheduling time for integration.
- Networking with others in similar curricular areas.
- Would like to see CHORD math explained. All schools should use this.
- What is working with schools that have worked with I/A concepts for three years. More schools who have really changed.

Local Consortium

- Waukesha County=2
- Gateway=19
- Western Wisconsin=3
- Milwaukee=14
- CESA #6=3
- Western
- CESA #3=6
- Trempealeau Valley Cooperative
- Waunakee Community Schools
- UW-Eau Claire
- Fox Valley=2
- Badger=5
- Amery
- Madison Area
- Moraine Park=2
- RUSD